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*The Textbook: Aid or Hindrance to Modern Language Teaching?**

THIS is a broad subject and a burning issue and I am not at all certain that I am qualified to discuss it. The reason for my uncertainty is that I know something about the subject and this might disqualify me. Not only have I used textbooks for a great many years, as student and teacher, I have written and edited textbooks, and I am the editorial consultant on Spanish for a textbook publisher. Now in any field of scholarship, it would be natural to call upon an expert to discuss his specialty or to review a book or an article in his field. Who else could speak with authority? But in the field of textbooks, tainted with commercialism, the opposite opinion sometimes prevails: no one who has had any first-hand experience with textbooks can discuss them objectively and impartially. The only expert judges are those who speak strictly from ignorance. I am not such an expert, and I warn you that my views about textbooks are necessarily colored by my experience with them, not only as user but as producer.

Is there an ideal textbook, ideal for every teacher, every group of students, in every teaching situation? Obviously not. The most that we can hope for is that a book will be ideal under certain circumstances. And such books do exist, written by a teacher primarily for his own classes, fitting their needs exactly, and with enough breadth of appeal to be used by other teachers with their classes, whose needs parallel fairly closely those of the author's own students. The breadth of appeal is, of course, necessary if the book is to be transmuted from a collection of mimeographed sheets into a thing of typographical beauty with pictures and hard covers. Publishers are sometimes viewed as evil creatures, sinister forces opposed to improvements in foreign language teaching, interested only in profits and not in progress. There may be such publishers, but all those I have met are quite open-minded, searching for the coming trend in language teaching,

trying to anticipate it, willing to publish any respectable manuscript that gives promise of finding a market and repaying the high cost of publication.

But to return to our ideal textbook, and let us restrict ourselves for the moment to the beginning grammar, what criteria can you use in selecting one among the dozens now in print? One of the most obvious and most helpful is the educational level of your students. Despite the publisher's—and author's—natural desire to appeal to as wide a public as possible, in practice a book has to be aimed at students at the elementary-school, the high-school, or the college level.

Having eliminated books written for some other age group, what next? What virtues should you look for, what vices should you guard against? These will depend on your own virtues and vices, for the textbook should be the servant, not the master, of the teacher. If he still believes in the conclusions of the Coleman Report and is willing to limit his teaching to the reading objective and nothing else, he can find grammars, old and new, that will help him to reach this restricted goal more efficiently than one that aims to teach the language. And by language, I mean, of course, the spoken language, with its more or less effective system of written symbols. English, as you know, has a deplorably ineffective system; French and German are fairly effective; Italian is still better; Spanish is remarkably good.

If I may assume, then, that most of you are looking for a book that will help you teach the whole language, what features should you look for? One is some evidence that the author is acquainted with, or that his thinking is in harmony with, the principles of descriptive linguistics. This means, among other things, that there

* An address delivered before the Modern Language Conference of the University of Wisconsin, Madison, July 20, 1957.

will be adequate descriptions of pronunciation and intonation and adequate provision for drill on them, with special attention to sounds that are difficult for native speakers of English. The book that puts all the description of pronunciation in the introduction, with no drill exercises, and then abandons the whole subject, is not a helpful book in this respect. Nor is the book that fails to provide plentiful drill on all the contrasts between English and the foreign language. In pronunciation, as in grammatical structure, we must not teach in a vacuum, as though the student were learning his first language. He already has a language, and we must make good use of it as he learns his second language. I stress *good* use, because of course the student's native language *can* be put to *bad* use, placed constantly in the foreground, with the second language made to seem an outlandish and ineffective substitute, with the contrasts converted into stumbling blocks of translation from one language to the other.

Another criterion is the author's philosophy about language learning. Does he think of it not primarily as the acquisition of a language but as mental discipline, with lots of grammatical terminology, verb paradigms, and sentences bursting with syntactical and idiomatic complexities: "Professor Gautier, to whose daughter I have just been talking, has asked to me to introduce you to the latter before you leave on Tuesday?" Or, by contrast, does he issue an invitation to learn French without tears, or Spanish in ten easy lessons, your money back if it hurts? Or does he offer you the irreducible minimum of basic essentials, the book that can be completed in the first month of the course? If so, avoid his booklet. Learning a foreign language is not an easy task, and any book or teacher that beguiles the student into thinking that it will be a swift and joyful and carefree romp is guilty of misstating the case and of cheating the student, whose false sense of security will be dispelled on his first genuine—not prefabricated—contact with the foreign language.

There has been much discussion in recent foreign language meetings of the need for beginning grammars, or of introductions to the language (for "grammar" is a word now shunned by some in polite society), written en-

tirely in the foreign language. Why shouldn't our students learn French or German or Spanish as the little French- or German- or Spanish-speaking children learn them? Well, the learning situations are dissimilar in two very important respects. Little Jean or Johannes or Juan has already mastered the basic structure of his language before he ever goes to school, and he hasn't English to use—or misuse—as his frame of reference in studying his own language. The grammar published in France for native speakers of French, for example, will devote little attention to drill on *Comment vousappelez-vous?* or *Je suis allé chez elle* or *J'en ai besoin* or *Il n'y en a pas* or *Je veux qu'il vienne à dix heures et demie*. It will be concerned instead with how to *write* correctly what the child already knows how to *say*. Our task is to teach the English-speaking student how to *say* it in French, German, Italian, or Spanish, and we must find the book that will be of most help to us in this task.

If you believe that no word of English should ever intrude into a foreign language class, you will not be happy with a text in which explanations of structure are in English. If, on the other hand, you believe that the teacher—not the student—may legitimately use English to explain grammar to the students or to set up a drill exercise that they are going to do in the foreign language, and if you expect your students to do any homework by themselves, you will want a book that offers clear and simple descriptions, in English, of the structure of the foreign language. The descriptions should be accompanied by examples, with or without English equivalents. The examples should be numerous but not exhaustive. And the descriptions should be descriptive, not prescriptive. They should avoid points of such rarity and obscurity that native speakers are uncertain about them. And the examples should be clearly tied in with the explanation. Whether the examples precede or follow the explanation is a minor matter, as long as they are presented together. Some students—the inductive type—will look at the examples first; the deductive minded will read the explanation first, ignoring the author's order of presentation.

The structure of the foreign language should be explained as simply as possible, for the

American student, innocent of all grammatical terminology, will be saddened and confused by such terms as restrictive and nonrestrictive clauses, conjunctive and disjunctive pronouns, orthographic-changing and radical-changing verbs, sequence of tenses, coordinate and subordinate adjectives. These obscurities may be avoided by a simple change in terminology; "spelling" for "orthographic," "stem" for "radical," "prepositional" for "disjunctive," etc., or by descriptions that stress function instead of form.

Avoidance of grammatical jargon is one test of an effective book. Another is to see how many vestiges of outmoded grammar are still featured (the *passé antérieur*, the future subjunctive in Spanish, the imperfect subjunctive in French), or how many venerable rules are still preserved in blithe disregard of usage in the language: for example, "descriptive adjectives always follow the noun" (*la jolie femme du fameux professeur Legrand*); "*ser* indicates what is permanent (*esta noche la comida es a las ocho*), *estar*, what is temporary" (*el pobre niño está muerto*); "nouns are never used as adjectives" (*una blusa naranja, un coche Ford*).

Our ideal text should obviously have model passages written in the foreign language, and these will usually be in the form of dialogues. If they are to be effective teaching devices, they must be constructed, not culled from the foreign literature. They need to be controlled as to vocabulary and syntax, both positively and negatively. To write these dialogues and have them meet the pedagogical needs of the lesson and still bear a close resemblance to genuine French or German or Spanish is one of the hardest tasks of the textbook writer. He should certainly ask a native speaker of the language to check the genuineness of what he writes, but the native speaker can not write the models unless he is an experienced teacher of English-speaking students, and unless he has a thorough knowledge of English structure.

If the phrasing of these models is not skillfully controlled, the student finds that his lesson vocabulary is cluttered with words introduced only because the writer of the model got entangled with them, not because the student needs to learn these words at this point in his linguistic progress.

Another indication of a weak text is lack of provision for systematic review; the assumption that what is studied in Lesson I may be thereafter neglected. A beginner's book needs not merely casual reference, through exercises, to material previously studied, but specific review, at regular intervals, of each point. It is folly to assume that the beginning student can master any item of vocabulary or structure on his first acquaintance with it. He must come back to it again and again, if it is to become second nature to him, and the responsibility for this review should not be left to the teacher; it should be part of the plan of the book itself.

A touchstone for judging any text is the nature of the exercises. This is the part of the book that the student is going to work with most actively. Exercises should be abundant, repetitive, concentrating on fundamentals, giving opportunity for oral drill. There should be basic drills on single, isolated points of structure, such as verb forms, pronouns, tense usage, subjunctive, relative and interrogative pronouns. But since the student is not going to have his foreign language experiences neatly divided into these syntactical compartments, some of the exercises should be cumulative, demanding of the student a knowledge of all the structures—or a cross-section of the structures—that he has studied.

The exercises should ask of the student a performance that will have some resemblance to what he may have to use in a real situation. He should not be wrenched back and forth between English and the foreign language in fractured phrases such as "Mi padre had to trabajar con them," "Mon frère has just entrer the house." The fill-in type of exercise has an unquestionable utility. It can cover a lot of points specifically and quickly. And it can be constructed without the most painful of these shifts from language to language.

What about translation exercises? From the foreign language to English or the other way? Are they an automatic indication of an outmoded text? I don't believe so. Much depends on how they are used. There is seldom any justification for translation into English; there are better, more productive ways of determining the student's understanding of the model. But translation into the foreign language, when ac-

companied by other exercises giving opportunity for direct-method oral drill, can be an effective test of the student's active command of the language—until he reaches the point of being able to express himself in free or controlled composition. But be wary of the English translation exercise that shows more enthusiasm for the syntax than for the language.

What about the review grammar? Much of what I have said about the beginning text applies to it also. The author should resist the temptation to make it a reference-book of all the minute points of grammar and style, to fill its pages with everything that he himself knows. We are not training future academicians. Let our test be whether the book continues to stress structures needed for an active command of the language in every-day situations and for reading modern literature. The writer of a review grammar can bring together in a single chapter all he wishes to present about a given point of syntax: personal pronouns, tense usage, etc., and he has fewer restrictions in constructing his exercises, but his point of view must be essentially the same as that of the writer of a beginning book: stress the contrasts between English and the foreign language, avoid constructions that are purely or predominantly oratorical or literary, give plenty of opportunity for drill and review.

What about the format of the book? If the student is expected to do some of his studying and reviewing by himself, the author and publisher should help him by setting up the model sentences and lesson vocabularies with the foreign language on one side of the page and the English on the other so that the student can test himself by covering up the English. This is perhaps a minor point, but one easy to achieve, and a decided practical advantage.

The book should be attractive—clearly printed, strong enough to withstand a year's handling—and if it has pictures, they should really illustrate, not just be added for decoration. And we should beware of an excessive display of thatched roofs, water wheels, and peasant costumes, coifs and sabots, ponchos and huaraches. It is well for our students to know that there are cities as well as villages abroad, and that the cities have sidewalks—and even subways! In introducing the student to a for-

ign culture, a little quaintness goes a long way.

What about records—or tapes—as a supplement to the beginning textbook? If the school has a language laboratory, such aids have a distinct advantage, but if they are to be used only in the classroom, in the presence of the teacher, they may or may not be worth the extra expense and the need for having equipment at hand. If the classroom teacher has a good accent in the foreign language, what he says can be a more flexible and therefore more effective model than that of the record or tape. If the teacher's accent is defective, the contrast with the recorded voice may embarrass him, inhibit his teaching, and disconcert his students. The ideal situation is one where other voices (live or recorded), no better than but different from that of the teacher, are introduced to accustom the student's ear to a variety of inflections.

One problem—often difficult to solve—is the second-hand textbook that has the answers to all the exercises written in, or the textbook that is really outmoded as in some public schools, where a few more copies are bought each year to replace those no longer usable, so that the annually replenished supply keeps a text in use long after its usefulness has ended. Teachers faced with this situation can hope only that at some point the book will go out of print. Textbook publishers long to have someone invent a quality of paper that will resist a year's rough handling by the student and then disintegrate gently but thoroughly in June.

How does an author choose the words he puts into his textbook? He is guided—or governed—by his experience as a teacher, the paths along which his model dialogues lead him, and the word counts, which we hope he will use with discretion, for they were not intended to be of help to him at all. The vocabulary, idiom, and syntax lists, by Cheydleur, Vander Beke, Morgan, Hauck, Buchanan, and Keniston, are counts of the frequency of items in the written language, not in the spoken language, and they are therefore valid guides only to the editor of a reading text. One quite widely used beginning Spanish grammar omits the words for "doctor" and "teacher" because they do not rank high in the Buchanan word count.

The compilers of these frequency counts did

us an invaluable service, and all foreign language teachers are indebted to them. But we, as users of texts, must not assume that an author who acknowledges this indebtedness in the preface of his textbook has necessarily made good use of the counts. One elementary reader uses as a guide the Keniston *Basic List of Spanish Words and Idioms*. All words not found in it are given footnote translations: proper names, *radio*, *profesor*, *director*, *cultural*, *drama*, *hotel*, *problema*, *documento*, *producto*, *central*, *comercial*, etc., etc. This is obviously a case of following the letter and not the spirit of the law—especially regrettable when it's the wrong law.

Another test of unimaginative editing of a reading text is to check the end vocabulary. If you find entries like *intolérable* or *intolerable*, with “intolerable” as the only English equivalent, the editor did not think the situation through very clearly. If the student knows the English word “intolerable” he will never look up in the vocabulary the French or Spanish cognate. If he doesn't know “intolerable” he needs more help than the editor has given him.

But obviously the most important thing about a reading text is the text itself. For high-school and college students in the elementary stages of language study, the search must be for a text where simplicity of language is not matched by simplicity of mind. Stories written for young children will rarely appeal to those who have recently emerged from childhood. Stories written for adolescents and adults will be linguistically too difficult. So we are almost forced to make the choice of a text written by the editor—or written under his direction—or adapted by him. If the writing or adapting is well done, and if it is checked by a native speaker for correctness and style, this type of reader has the greatest possibility of being an effective teaching instrument.

Beyond this elementary level, there is a much wider choice of texts, and the one you choose for a given class at a given moment will depend on your and their taste in reading material, and on their stage of reading competence. Try to pick books simple enough so that your average student can *read*, not decipher, the pages. Quantity is better than quality in developing reading skill, and ten pages of simple

prose read with some approach to the ease and speed with which a native reads are better than three or four pages of glorious literature whose glories are still far on the other side of your student's language curtain.

What should you look for in the editorial apparatus of a reading text? The preface, addressed to the teacher, should tell you, in the case of an edited work, whether it is complete or shortened or altered, and to what extent. The introduction, addressed to the student primarily, should tell him why the work was thought worthy of editing, what place the author has in his country's literature, and the historical, literary, or sociological background of the work—in short, an introduction written for the person who is going to read the book, not for the editor's colleagues.

Notes: shall they be footnotes or end notes? There is no clear consensus. Footnotes appear more frequently in elementary and intermediate readers than in texts for advanced students. They are more obtrusive, much more expensive to print—and unquestionably convenient. Whether their very convenience is a liability or an asset I'm not sure. Thumbing the end vocabulary is time-consuming and it can be frustrating, but it does give the student time to look at and impress on his mind the unknown word.

If the book is to serve primarily as reading material—and not as the basis for written work—the notes should be limited to the explanation of allusions and of phrases and constructions that may be handicaps to reading—not writing. The use of the subjunctive, for example, is rarely a handicap to the *reader* of French or Spanish and it need not be emphasized in the notes. An aid not always given to the student, but extremely helpful, is an indication in the text, usually an asterisk, that a note exists at this point. Without such an indication, the student has to keep referring to the note pages to see if there is a note on the phrase that baffles him.

Exercises: they are by now an essential part of the editorial work in a modern text. The most helpful types are the questionnaires, that help the student to test his comprehension of the story and such vocabulary-building devices as *synonyms*, *antonyms*, and *word-families*.

The student should, however, be allowed to supply answers to these from his own vocabulary, if he can. To follow the usual directions and try to find, in a given page or chapter, synonyms for a list of twenty or more words, is a long and frustrating job. If the student knows a synonym, it shouldn't matter where he found it.

One of the most interesting experiments in the creation of textbooks is the Modern Language Association's Language Manual Project. The MLA obtained from the Rockefeller Foundation a grant of \$40,000 to pay the costs of two conferences, in May and December 1956, attended by a group of seventeen authorities in Spanish. On their recommendation, a working committee of six teachers and textbook writers, under the chairmanship of Dwight Bolinger of the University of Southern California, was appointed to produce a basic textbook for college students beginning the study of Spanish. The members of the working committee will spend the spring semester of 1958 putting the book together. An advisory committee of twenty members will offer criticism at each stage of the book's development. The manuscript will be published commercially in the spring of 1959. Royalties from the sale of copies will go, not to the authors, but back to the Modern Language Association, which will use the funds to finance the expenses of conferences and working committees that will in turn produce other textbooks in Spanish and in other languages. The recommendations of the first conference, in May 1956, were published in the September 1956 issue of *Hispania*, and an appeal for suggestions from teachers of Spanish was made in the March 1957 issue. For those of you who have not read the recommendations, I quote a few: "The college textbook in elementary Spanish should concentrate at the beginning upon the learner's hearing and speaking of Spanish. This is the best beginning for

students of Spanish, whatever their objective. Language is made up of sounds, and it is essential that the learner become acquainted with heard and spoken elements of the language before he reads or writes their visual representations." "Reading of previously unheard material should begin only when the student has reasonable control of the pronunciation and the principal structural patterns involved in the material." "In teaching the skill of reading, the instructor should make the goal reading with understanding and without conscious item-by-item translation. Translation should be used sparingly as a device in teaching reading." "Grammar should be presented inductively. The inductive generalizations should be linguistically accurate and unambiguously stated [and] should appear along with the material itself." "Spanish and Spanish-American cultural values and patterns of behavior should form a significant part of the content of the linguistic material from the beginning and at every stage. Through the presentation of clear, particularized data of real significance to the student, cultural learning can take place inductively and the motivation of the student will be heightened."

And now, in conclusion, I come back to you, for it is you, and other teachers, who have the real power to improve the quality of textbook writing. Good textbooks can be written without your help, but they can not be sold unless you decide to use them. If your teaching values are sound, and if you consistently urge the adoption of books that live up to your standards, and reject those that do not, publishers and authors will meet your demands and thus, bit by bit, bring about a Golden Age of good texts, good teaching, and happy learning.

DONALD DEVENISH WALSH
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* * *

The importance of language, then, is readily perceived in its necessity, its controlling influence, and its uses. It is necessary to the development of mind and to civilization. The language of a nation or of an individual tests the character as accurately as the thermometer tests the elevation of the temperature.

—RUFUS W. BAILEY

* * *

On the Relation of Linguistics to Language Teaching

THE relation of linguistics to language teaching has become a recurrent theme of pedagogical discussion and concern. In a recent bulletin, the Modern Language Association suggested the topic: "How can the findings of scientific linguistics be adapted to actual classroom situations?"¹ In a recent issue of a well-known pedagogical journal the role of the linguist as language teacher became the subject of animated controversy.² In this journal several articles have appeared during the last few years, all dealing directly with the question of the relation of linguistic science to language teaching.³ Statements on the relation of linguistics to language teaching are found in other pedagogical journals and throughout linguistic and anthropological publications.⁴ And finally there are books dealing with the general problem of how to apply linguistics to language teaching, such as Edwin T. Cornelius, *Language Teaching*, New York, 1953, and Robert Lado's stimulating and important *Linguistics across Cultures (Applied Linguistics for Language Teachers)* Ann Arbor, 1957.

In view of the rather extensive bibliography on the subject—the references given here do not pretend to be exhaustive—it seems fairly clear that the present need is for the concrete application of linguistics to the teaching of specific languages, rather than for further general statements on the theory and nature of such application. If I venture a further general statement on the relation of linguistics to language teaching, I am doing so chiefly because some of my colleagues who are not primarily linguists confided to me that they were somewhat perplexed by the various statements on how to apply linguistics to language teaching. They did not see why, let us say, greater emphasis on oral drill had anything to do with linguistics, and they discovered that the linguists who attempted to define applied linguistics differed on major points. Thus Daniel Cárdenas⁵ writes that "The theory that these scientific linguistic

principles can be applied to language teaching is a myth" and that "some well established linguists . . . maintain that the principles or methods of scientific linguistic analysis cannot be applied to language teaching." Mary Haas,⁶ on the other hand, maintains that the language teaching done by linguists is the direct outgrowth of scientific linguistic analysis: "This kind of language learning originally had as its primary purpose scientific language description."

In this short article I shall therefore attempt to clarify what is meant by "Applied Linguistics." I shall try to give the main categories according to which the actual application of linguistics to language teaching may be classified. This is not another attempt to show how linguistics ought to be used, but a description of how it is being used. I trust that this will not prove to be another prescriptive article by a descriptive linguist.

1. *Applied linguistics in its vaguest sense is the transfer to teaching problems of certain attitudes held by the majority of, or at least many, linguists.* A good example would be the emphasis on oral drill urged by the linguistic scientist:

¹ Modern Language Association of America, *ML Bulletin* No. 53, March 1957.

² *French Review*, XXX (1956), 56-57.

³ Ernest Haden, "Descriptive Linguistics in the Teaching of a Foreign Language," *MLJ*, XXXVIII (1954), 170-176; Einar Haugen, "Linguistics and the War Time Program of Language Teaching," *MLJ*, XXXIX (1955), 234-245; Archibald A. Hill, "Language Analysis and Language Teaching," *MLJ*, XL (1956), 335-345; Daniel Cárdenas, "Who Is Being Exploited?", *MLJ*, XL (1956), 385-390.

⁴ E. N. Mayer and Dean H. Obrecht, "The Application of Linguistics to Language Teaching," *French Review*, XXIX (1955), 32-37; Charles C. Fries, "Structural Linguistics and Language Teaching," *Classical Journal*, LII (1957), 265-268; Mary Haas, "The Application of Linguistics to Language Teaching," in A. L. Kröber, *Anthropology Today*, Chicago, 1955, pp. 807-818.

⁵ Cárdenas, *op. cit.*, p. 386.

⁶ Mary Haas, *op. cit.*, p. 807.

"A language is first and foremost a spoken phenomenon and only secondarily a written one. The high literacy of our society tends to make us forget this. Therefore the logical approach to the study of language is through the spoken form."⁷ Now the "therefore" in the above sentence may be logical, and emphasis on the oral approach may be justified on many pedagogical grounds, but there is, of course, nothing in linguistic science as such that tells us that the oral approach is the only valid one. It just happens that most linguistic scientists are primarily concerned with language in its spoken form, or define language as a spoken rather than a written means of communication. Many linguists are social scientists. As such they cannot afford to classify the phenomena they are studying as "good" or "bad." They have an open-minded or perhaps rather relativistic attitude. A direct outgrowth of this attitude is the emphasis on "descriptive" as opposed to "prescriptive" teaching which runs throughout the linguistic literature.⁸ As a result of their affinity with social science, linguists will also tend to advise the use of sociologically or anthropologically oriented subject matter rather than the use of literature. Now a good case for descriptive teaching and (anthropologically) cultural materials can also be made on pedagogical grounds, but the language teacher who is being advised by the linguistic scientist in such matters should always ask himself whether this case is actually being presented or whether the linguistic scientist is merely stating preferences dictated by his professional background.

2. In a somewhat more concrete sense, "*Applied Linguistics*" may reflect the linguist's assumptions as to the nature of language. Thus, if language is "a system of habits", it is obvious that the best way of learning it is to form that habit, namely by continuous drill and repetition.⁹

3. The facts of the language to be learned may be presented to the students in terms of the findings of linguistic analysis. There we must of course keep in mind that the linguist never "discovers" anything new. The linguist does not discover, let us say, English or French intonation, but he may find a way of describing it that makes it easier to teach it to the student. Three different

contributions of linguistic analysis may be distinguished:

(a) *The linguist may describe a phenomenon never described or sufficiently noticed before he made his linguistic analysis.* The above-mentioned type of intonation analysis¹⁰ is a case in point.

(b) *The linguist may describe a phenomenon of language described inaccurately or confusedly before he undertook his analysis.* To explain to the student the point in question in terms of linguistic analysis will thus be less confusing and, above all, correct. A precise description of, let us say, a sound, is better than a confused one, and the statement that the plural of nouns in French, just like the plural of nouns in English, is formed by adding -s is simply incorrect,¹¹ and should, therefore, be replaced by an accurate statement.

(c) *The linguistic analysis may improve on a correct but awkward description.* To describe the conjugation of a verb in English in terms of 6 persons is an importation of Latin grammar into English. Even in describing the present tense of *to be* it is easier to say that *you, we, they* are used with *are*, while *I* is used with *am*, and *he, she, it* with *is*.¹²

4. *The foreign language as used by the learner is a phenomenon of bilingualism and as such subject to linguistic analysis.* Linguists have in recent years become particularly interested in the subject of bilingualism.¹³ An analysis of the way the learner uses the foreign language, the classification of the types of mistakes he makes, will be helpful to the language teacher. Above all, it leads to the hypothesis that the mistakes made by the student of a foreign language are primarily caused by the interference of the native language.

⁷ E. N. Mayer, and Dean H. Obrecht, *op. cit.*, p. 32.

⁸ See especially Robert A. Hall's *Leave your Language Alone*, Ithaca, 1950, pp. 1-47.

⁹ See John B. Carroll, *The Study of Language*, Cambridge, 1953, p. 191.

¹⁰ See for instance, Cornelius, *Language Teaching*, New York, 1953, pp. 149 ff.

¹¹ See Hill, *op. cit.*, p. 337 and p. 339; Mayer and Obrecht, *op. cit.*, p. 36.

¹² See Hall, *op. cit.*, p. 112.

¹³ See Einar Haugen, *The Norwegian Languages in America*, Philadelphia, 1953; Uriel Weinreich, *Languages in Contact*, New York, 1953.

5. The above mentioned hypothesis implies that a *comparison of the linguistic analysis of the language of the learner with that of the language to be studied enables us to predict the difficulties he will encounter*. This in turn leads to a more systematic and exhaustive presentation of teaching materials, more meaningful and precise testing of results, more accurate pedagogical research. Robert Lado's above mentioned book is almost exclusively devoted to the detailed presentation and analysis of this particular aspect of applied linguistic.

6. *The method of linguistic analysis may be converted into teaching methods, since linguistic analysis is basically a way of learning a language.* It is perfectly true that "linguistic analysis is not a method of instruction. Linguistic analysis merely has something to say about what is to be taught."¹⁴ Nevertheless, the most profound influence of linguistics on language teaching has been precisely in the area of methodology of teaching. Such influence has been of two types:

(a) *Some of the exterior aspects of the anthropological type of linguistic analysis have been imported into language teaching.* In some teaching situations the linguistic scientist acts as analyst while the students learn by mimicking a "native informant" who acts as model, not as teacher.¹⁵

(b) *The precise methods themselves may be teaching techniques.* Thus the linguist is concerned with analyzing the form of the language. The meaning is not the starting point of his analysis. In the same way linguists recommend that language should be presented primarily in terms of its formal characteristics.¹⁶ The sounds /p/, /t/, /k/ are "phonemes" of English because they contrast in identical environments (*pan*, *tan*, *can*). *Sing*, *learn* and *write* are "verbs" because they all take the suffix -s after *he*, and because they can be substituted for each other in the same sentence: *he writes a song, he sings a song, he learns a song.*¹⁷ A student of French who is drilled in perceiving the differences between *doux* and *du*, *roue* and *rue*, *loup* and *lu*, etc. is thus made to go through a process of phonemic analysis. A student of English who is drilled in substituting *can*, *may*, *will*, etc. and then *want to*, *hope to*, *expect to*, etc. in a sentence like *I —— go to the bank tomorrow*¹⁸ is going through the type of analysis that enables the linguist to identify *can* or *hope* as members of

specific form classes. Substitution and pattern practice are tools of linguistic analysis converted into teaching methods.¹⁹

Teaching methodology is and has always been affected by our theories of language. Even the aims of language instruction reflect linguistic theory. Thus, while scholars believed in the existence of a universal grammar and a universal logic reflected in the patterns of human speech, the translation from one language into another which utilized this universal grammar as common denominator of all languages was considered the best method of language instruction. The goal of language instruction was the teaching of logic: students had to learn Latin so that they would "learn how to think." Semanticists, who see in language primarily a set of symbols representing reality, expressing emotions, etc. and who are interested in what language stands for rather than in language itself, are devising teaching methods which organize all teaching materials according to the logical order of reality, and one of their goals is to make the student grasp the correct relationship between the symbol and what the symbol refers to.²⁰ Applied Linguistics, in the sense in which it is currently used by most linguists, is also—to some extent—an extension of a theoretical discipline to the practical field of language teaching; but at the same time, it is closer to the realm of practice than were the theories of the nineteenth century grammarian or the twentieth century semanticist. For linguistics is not so much a theory about language as it is an objective way of analyzing language. Nevertheless, among the above-mentioned categories of Applied Linguistics, it seems to me that it is only within category (3) that the

¹⁴ Carroll, *op. cit.*, p. 190.

¹⁵ See Cornelius, *op. cit.*, p. 85 ff.; Haas, *op. cit.*, *passim*.

¹⁶ Hill, *op. cit.*, p. 339.

¹⁷ See A. Gleason, Jr., *An Introduction to Descriptive Linguistics*, New York, 1955, pp. 92 ff.

¹⁸ Hill, *op. cit.*, p. 341.

¹⁹ Cárdenas, *op. cit.*, p. 387, is quite right when he considers intensive pattern practice, contrasts and substitutions as some of the main features of the linguistic approach; but since contrast and substitutions are the main tools of linguistic analysis, I fail to see why he states (p. 386) that the principles of linguistic analysis have not been used in teaching.

²⁰ See Robert L. Pöhlitz, "On a Linguistic Classification of Teaching Methods," *MLJ*, XXXVII (1953), 331-334.

linguist can speak with complete authority as a linguist. This does not necessarily mean that the contributions made by linguistics mentioned under (5) and (6) above may not be the most important; but whether or not they are is to be determined by their practical success.

The science of language teaching is not identical with the science of language; but I believe that it can learn a great deal from the science of language. The latter made tremendous progress when it freed itself from preconceived psychological notions and theories and began to concentrate on the subject of language itself. The science of language teaching and learning could only profit from doing the same. Too often successful language teachers seem to feel that their success must be made "respectable" by accounting for it in terms of psychological or linguistic jargon, because "only right theory can lead to right practice." In truth the relationship is reversed: only successful practice will lead to right theory and to the establishment of a science of language learning. As John Carroll pointed out, "the methods of the linguistic scientist as teacher are not necessarily the most effective methods" and as far as educational psychology is concerned, the same author tells us that "in the last analysis we are fundamentally ignorant of the psychology of

language learning."²¹ In the year 1917, the great pioneer of scientific language teaching Harold E. Palmer asked the question: "Does the Science of language study exist?" and with him we can still answer: "No," and go on to say that "to lay the foundation of the science of language study it will not be necessary to make new discoveries, it will be quite sufficient to collect factors which are perfectly well known and to co-ordinate them into a comprehensive system."²² Language Teaching should not look to Educational Psychology or Linguistics for revelations or discoveries on how to teach language, but should learn to utilize these disciplines to make our vast practical experience in the teaching of foreign languages more meaningful,²³ to evolve definite principles of language teaching and consolidate them in a true Science of Language Learning.

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²¹ Carroll, *op. cit.*, p. 192 and p. 187.

²² Harold E. Palmer, *The Scientific Study and Teaching of Languages*, New York, 1917, p. 19 and p. 22.

²³ In the Newsletter mentioned in footnote 1 above, there is a list of some 60 questions or areas of research suggested as topics for investigation. Such a long list of unanswered questions reflects very well how the language teaching profession as a whole seems to lack interest and above all training in matters of pedagogical research.

* * *

Linguistics is essentially the quest of MEANING . . . and the investigator of culture should hold an ideal of linguistics as that of a heuristic approach to problems of psychology which hitherto he may have shrunk from considering—a glass through which, when correctly focused, will appear the TRUE SHAPES of many of those forces which have been to him but the inscrutable blank of invisible and bodiless thought.

—BENJAMIN LEE WHORF

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Adapting Audio-Visual Techniques to Language Instruction

IF ONE were to chronicle the first year of teaching of many present day language teachers it might run something like this: Having been subjected in many instances to large portions of pseudo-intellectual trivia and minute doses of the spoken language, the young idealist, armed with an abundance of energy and often indirect information about direct methods (the Berlitz method, language through conversation, etc.), enters the classroom determined to give a living language a living presentation.

Having reviewed those phrases which concern the classroom milieu, the teacher begins and the pupils imitate awkwardly. *Levez-vous. Asseyez-vous. Merci beaucoup.* Language teaching is truly a marvelous profession! One day the student cannot say, "La jeune fille est très belle"; but the next day he can. It's wonderful; this is progress; we are speaking French.

Unfortunately, this delightful period is soon over. After a few months the student is no longer able really to measure day to day progress; he is tired of imitating his teacher; but "la jeune fille est toujours très belle." Now the young girl, instead of being a boon to language instruction, is monopolizing the attention of what formerly was a rather alert "garçon," and she is not exactly enthralled with being "la jeune fille" any more either.

The teacher pulls out all stops; little jokes that have never failed fall flat; gyrations and grimaces do not break the ennui. Something must be done! To make the situation worse, the high school student is neither docile nor acquiescent as is his college counterpart. If he thinks, "This is dull"; he states quite frankly, "This is dull"; and a very disconcerting chorus joins, "Yes, this is dull!"

Now, what does the teacher do? All too often in such a situation one falls back upon the familiar and the traditional, which in many cases is the "grammar-translation" method.

One finds a difficult book, assigns a couple of pages, sits back and relaxes. The situation is soon under control. In this context it is easy to locate and correct any type of malfeasance, whereas previously it was imperative to maintain an informal atmosphere in order to encourage as much conversation as possible.

The next day the students return to class and the laborious translation procedure begins. That which required two hours of preparation by the student occupied the teacher ten minutes. Moreover, the classroom atmosphere, even if a bit dull, is not chaotic. Thus, one more teacher has lapsed into a mold; and language instruction which in any case has been *de facto* artificial, continues making the same old ruts deeper and deeper.

The pupils of this method of approach find that they cannot even order a hamburger in French and be understood, so they learn, as *New Yorker* laughingly points out, the one phrase which is essential to all tourists, "Au secours!" Otherwise, they dismiss language as an ignoble experiment.

Fortunately, few teachers are willing to accept this compromise as final. Moreover, it is becoming more and more difficult to justify the "grammar-translation" approach in the modern world. Practically all language instructors agree that something must be done. But the problem is: "How to do it?"

The essential fact which is evident is that a variety of approaches¹ is the *sine qua non* of high school teaching. There is no one method, unless one chooses to call it an "eclectic method." At the core of any secondary course are certain techniques which will bring about a

¹ Emilio Goggio in his article, "The Need of a New Approach to Modern Language Study," insists that the scope of language courses must be enlarged and ably indicates ways and means of attaining this goal. *Modern Language Journal*, Oct., 1952, pp. 272-273.

rebirth of interest. In this article we hope to present some means of varying the high school language course, especially insofar as this concerns the use of audio-visual aids. Here one finds a new field which not only is ideal as a means of renewing motivation, but is also invaluable as an instructional tool.

Actually, few college courses in language give the apprentice teacher any idea of what to expect when he first faces his new responsibilities,² not to mention the thorough knowledge needed to utilize such very profitable tools as the sixteen millimeter projector, the tape recorder, the filmstrip projector, the opaque projector, the slide projector, and the phonograph.³ Needless to say, sources providing films, tapes, records, and filmstrips have also been neglected.⁴

Thus, the apprentice must experiment and innovate. One of the first things which the neophyte teacher recalls when he is faced with the previously described dilemma is that he used to have a very enjoyable time in French Club singing songs. He remembers at least three of these, "Auprès de ma blonde," "Savez-vous planter les choux," and "Sur le pont d'Avignon." He discards the first for obvious reasons, and tries the last two. This may revive interest briefly, but teen-agers are really not "keen" about this type of music. But then who is?

On the other hand, if you can obtain a song of which it can be honestly said, "Students, this is what boys and girls are now singing in France," you are almost certain to obtain a positive reaction. Moreover, this type of record is readily obtainable in any metropolitan area. You as the teacher must be willing to do the necessary research and find the song with a simple and attractive melody, well presented, with clarity of pronunciation. Once you have found the record, you are on the high road to success.

However, it is not altogether this simple. First one must transcribe completely the words.⁵ Secondly, the song should be presented in mimeographed form with all new vocabulary readily available for the student. Before any attempt is made to sing the song, it is translated and studied grammatically, read aloud, and sometimes used as a dictation. As a final step

you tell of the artist and explain those little differences, psychological, cultural, and (with discretion) moral, in the song which students find difficult to understand.⁶ Now you are ready to present the song. Experience has proved that it will be a success if you follow the above procedure.

But can one justify French popular songs as really teaching basic language, which after all is the primary objective of any language course? Most certainly! A study of popular music will prove that the word frequency of practically all popular songs is unusually high. For example, an analysis of "La Vie en rose" using the Vander Beke frequency count shows the average word rating to be 90%, and only one word, "retouche," fails to appear in Vander Beke, while all the rest are within the 2000 range! Moreover, the students are hearing perfect pronunciation from various sources, not just as it may come from the lips of their own teacher.⁷

² F. Leon Reynolds in his article, "A Teacher's Course in Methods" (*Modern Language Journal*, Apr., 1952, pp. 184-185), states this succinctly when he writes: "The methods course in theory and the course in Practice Teaching offer college and university departments of foreign languages one of their greatest opportunities for service to the cause of language education. Only through continued progress in the raising of the level of instruction can we hope to make real progress in behalf of languages in the school curriculum."

³ *Ibid.* Mr. Reynolds in his outline of a course in methodology devotes one full section to the use of audio-visual materials.

⁴ Five short years ago George Borglum speaking of these problems was able to state truthfully: "As a profession we know practically nothing about the application of motion pictures to language teaching." Then he added: "... we do not have motion pictures as a continuous teaching instrument for the first year of study of a language in college, or the first two years of study in secondary schools." Fortunately, he himself has done something about these lacunae. ("Lest Science Explode in Our Face," *Modern Language Journal*, Nov., 1952, p. 315.)

⁵ An excellent service in this area is provided by Lorraine Music Company, 39-86 47th Street, Long Island City 4, New York.

⁶ This manner of presentation is similar in many respects to that recommended by Ignace Feuerlicht in his richly informative article, "Popular Records in Spanish Classes" (*Modern Language Journal*, Apr., 1957, pp. 174-176.)

⁷ For example, there are versions, each with its own excellence, of "La Vie en rose" by Édith Piaf, Tocama, Jacqueline François, Greta Keller, Liane, Suzy Solidor, and for adult classes, Marlene Dietrich.

Similarly, one of the most difficult problems encountered in French is to make the students imitate the change of pitch and intonation which typifies spoken French.⁸ Here is a very natural way of getting the student to discard his Anglo-Saxon monotone, which identifies him immediately, even if he has mastered perfectly the phonetics of French.

Again, everyone is aware of the fact that a popular melody is a very persistent mnemonic phenomenon. Our commercial advertisers know this well. We hum their insipid musical advertisements to our own disgust. Everyone has had the experience of having a phrase of music or an entire song run through his mind recurrently for weeks on end. Thus, a student would undoubtedly snicker if you were to demand that he go down the street repeating to himself, "Où est l'hôtel du Cheval blanc?" But a song may, yes usually will, get these same results without any type of coercion. Indeed, one student recently told me of being expelled from gym because of not being able to stop humming the song, "Margaret," which had just been introduced in class. Since language is a habit pattern and the key to language learning is repetition of correct phrases, then one sees that this type of study is fixing vocabulary, giving practice in pronunciation, and teaching syntax in one of the most profitable ways possible. Furthermore, one can also make a thorough study of grammar through popular song.⁹

Recently, with renewed emphasis on the conversational aspects of language, many teachers in the language field have expressed the idea that a greater quantity of colloquial French should be brought into the classroom. Here again the value of the popular song is evident. Numerous language students are not aware that *ne* has almost disappeared from conversational French. But the hearing of the recent Trenet song, "Où sont-ils donc?" will be sufficient to acquaint him with this fact. In the same song he will also learn that he should not always expect to hear the *il* of *il y a*. I myself was recently confused while listening to the song, "Les Jambes roses," as I kept hearing a word which would be transcribed phonetically as *banilō*. It was not until I read L. Clarke Keating's article entitled "Realistic French,"¹⁰

that I realized this must be *bas nylons* and is now an integral part of the language. Similarly, a friend of mine was recently confused as he heard two French demoiselles discussing what he considered to be "les petits saints en caoutchouc." He later determined that it was really "les petits seins en caoutchouc," and from what I hear "falsies" are also an integral part of the French scene—and milady's accoutrement. Lest I be accused of treating grave matters lightly, allow me to restate my original thesis that colloquial French is important and that popular music is an excellent source of colloquial and idiomatic French, but "Revenons à nos moutons."

Any secondary school teacher knows that motivation is the most important single factor in the classroom situation, and almost impossible to maintain at an enduring satisfactory level. But here is a tool which is practically infallible as an integrating technique to forestall days when even your best students will lapse into lethargy.

If you want to have a new and pleasant experience of the effectiveness of this method, browse around until you have found a record which the students are singing and which is also currently popular in France. This will not be difficult. Nothing is so common as an exchange of songs and artists between our two countries. To show this one need but mention "La Vie en rose," "Feuilles mortes," "Avril au Portugal," "Johnny, tu n'es pas un ange," "L'Homme et l'enfant," "Cerisier rose et pommier blanc," and at the time of this writing, "Que sera, sera."

Let us assume for demonstration purposes

⁸ Both pitch and intonation may be illustrated for the student, for instance, with the record, "French with Pictures," which accompanies the I. A. Richards, M. H. Ilsley, Christine Gibson text, *French Self-Taught with Pictures*.

⁹ There is no need to point out that individual songs teach the present, the imperfect, the future, etc. Indeed, one often finds that a song has as much unity of tense as a grammar lesson specifically designed for teaching the said tense.

For a complete documentation of this thesis read the article, "French Popular Songs and the Study of Grammar" by Daniel Delakas. (*French Review*, December, 1950, pp. 149-153.)

¹⁰ *Modern Language Journal*, December, 1956, pp. 443-444.

that you have chosen "Que sera, sera." First, mimeograph the words with the necessary vocabulary aids, and have copies near at hand in your desk drawer. When a state of somnolence descends and your corny witticisms bring bored yawns, pick up your new acquisition and switch on the phonograph. (It may seem to students that this is all done casually, but the fact is that it has been a carefully and long planned factor in integration.) Your reply to the few curious looks is an enigmatic smile, and as an afterthought you add, "Écoutons un peu." Now when Jacqueline François begins the lilting melody, "Dans le berceau d'un vieux château, une promesse vient d'arriver," almost all will once again become alert, eager students. By the time she has reached the refrain, "Que sera, sera . . . demain n'est jamais bien loin," they will be asking to learn the song. After a bit of coaxing one assents reluctantly. The words are passed around, the song is translated as a group, and the melody offers no problem. Finally, the song is read, phrase by phrase, with the students imitating. The record is played once or twice with the students listening, and by this time they are almost anxious to sing with the record. You have succeeded and you will with every song you have prepared; and even when a song fails to please, more learning has been achieved than in the grammar-translation method, jealous of alteration. Thus, do not be surprised if the bell, usually considered a signal of divine deliverance, brings a chorus of disappointed "Ohs." It has happened.

It should be noted here that the teacher should make these records a functional, and not an incidental part of his teaching syllabus. To do this, it is of course necessary to build a répertoire of records which are adapted to this approach.

A consequence of this approach is a desire on the part of the student to obtain one of these records. After the questions—Where? How much? Can I get the words?²¹—have been answered, the student acquires the record. For example, over fifty percent of my students have purchased at least one LP record, and eleven of thirteen students in my advanced class have records. One student, indeed, has a fine beginning for a collection of French records. The importance of this becomes evident when one considers that one LP is equivalent to thirty-

five minutes of continuous French, or approximately half as much listening time as there is in the album which accompanies the text that I am now using as a complement to this eclectic method.

Thus, one encourages students to purchase records and sing French songs. Often, if the teacher acts as purchasing agent, an appreciable discount is available, and one can always get the standard ten percent educational discount. Moreover, this will avoid some rather droll situations. The student left to his own devices in a record store will all too often unknowingly choose a record with lyrics which are more than sophisticated. For example, a proud student once asked me to help her with a Chevalier album which she has just purchased. Another brought in an Yvette Guilbert record which contained half the ribald songs of the last century. Needless to say, an appreciation of Gallic frankness is not widespread among the parents of our protégés.

But in spite of detours, one slowly builds up a répertoire of songs which the students know and enjoy. Some songs never fail to please and others come and go in the students' favor. Among the former one can mention "La Seine," "L'Ame des poètes," "La Vie en rose," "La Mer," "Feuilles mortes,"²² "Le Loup, la biche, et le chevalier,"²³ "Un Monsieur attendait," and others. To this one should add such Christmas songs as "Minuit, Chrétiens," "Il est né le divin enfant," "Le Anges dans nos campagnes,"²⁴ and to show a cultural interchange, "Noël blanc," originally American, and "Douce nuit," of German provenance.

Just as some songs are certain to please, certain artists are also more likely to gain favor.

²¹ When one mimeographs copies for a class, one should take care to save the master stencil. These can be used several times and can be made to produce hundreds of copies.

²² These five songs are all available on the Jacqueline François record *American Favorites* by Columbia (ML 4780). This is the most valuable single record for classroom use as it has twelve captivating songs, each a proven classic of the popular song world.

²³ This song, as well as a number of others which students will enjoy, can be purchased also under the Columbia label (ML 5089).

²⁴ These three beautiful and traditional Christmas songs are all available under the RCA Victor label (LM 7014).

either because of their intrinsic worth, their style, or their clarity of pronunciation. Among these are Jacqueline François, Henri Salvador, Les Compagnons de la Chanson, and the new seventeen year old sensation, Marie-Josée Neuville. The teacher must use some discretion with the songs of artists such as Maurice Chevalier, Gilbert Bécaud, Annie Cordy, Juliette Greco, Patachou, Georges Brassens, and Yves Montand.

To determine which records are really enjoyed, after a number of songs have been learned, conduct a "Hit Parade" of French songs. This can be done in French as the students know the titles and the rest of the essential vocabulary is composed primarily of cognates. After the list of nominations has been placed on the board students usually vote for two favorites. Votes are tabulated and all classes are informed of individual and over-all winners. It is interesting to note that different classes will have different preferences and that preferences will vary from year to year.

Since preferences do vary, an efficient way to keep the song sheets is to have the school buy enough loose leaf folders for your largest class. Thus, one can always add a new sensation and withdraw a song which has outlived its popularity. These folders then are always ready for distribution whenever one's plan calls them into use.

That which really attracts students to popular music is the idea of being absolutely up-to-date. Teen-agers love fads. Thus, when one tells one's students that the guitar players, George Brassens, Henri Salvador, and Marie-Josée Neuville, are now the "rage" of France they begin to feel a true kinship with their French contemporaries. Then, when they sing "Cowboy Johny" [sic], and learn that the trade *cowboy and western* song and western movie have made French students aware of *le sheriff, le bar, le cowboy, yippee*, etc. they are quite delighted. Finally, when they discover that American artists such as Louis Armstrong, Eddie Constantine, and Sidney Bechet are the idols of French millions, and that their French frères also riot over "rock 'n' roll," real international bonds are being created.

One should not, however, use only popular music in a language class. One must, as already

emphasized, be eclectic. Here, however, the introductory preparation must be thorough; otherwise, a débâcle may result. Different teachers, to be sure, will work out different techniques; for what it may be worth to others, here is a technique of presentation which I have used successfully. I usually begin by asking, "How many of you enjoy opera?" The result is always a chorus of "Noes!" The next step is to ask for a definition of opera, and this evokes various interpretations. After these have been exhausted, my definition is given: "Opera is a dramatic presentation in which a person who has been stabbed sings instead of bleeds." (A laugh is a marvelous technique for overcoming opposition.) An explanation follows in which is indicated that the difference between opera and popular music is similar in many respects to the difference between a play by Shakespeare and a radio soap opera. To be sure, the opera is much more difficult to master, but once comprehended is well worth the effort. One should then tell something of the composer, the plot of the opera, and the manner in which the chosen aria fits into the plot. (With *Faust* I usually begin with "Salut, demeure chaste et pure," or "Avant de quitter ces lieux.") After this groundwork has been laid, the song is studied in exactly the same manner as a popular song. Now is the critical time. One must be very careful to insist that the student defer judgment until he has had time fully to evaluate the composition, and in opera this comes only after a number of hearings. Moreover, it is imperative that one be authoritarian at this point. Nothing is so contagious in a classroom as a negative opinion. Thus, the aria is presented once a day for *at least* a week. The best procedure in this case is to have the listening period at the beginning of the hour while the students are more receptive. At the end of this time one indicates that henceforth the choice is the students'. If they would like to hear other arias from time to time the teacher will be glad to comply, otherwise one will remain on popular music. The last time I followed this technique the ratio was four or five to one in favor of more adventures into this operatic field. Again, however, classes will vary and occasionally a group will indicate that they definitely prefer popular music, in which case it is wise to accept their judgment.

But one need not always limit oneself to specific arias in the use of classical music. Advanced classes can go into a more thorough study of an entire work. For example, twelve of thirteen advanced students voted to study the libretto of *Faust* and to listen to the music as a culminating activity for third year French; an activity which I feel certain will not only be profitable purely as a language instruction method, but will also deeply enrich their cultural background.

Here again one studies the text of the opera thoroughly. Translation, analysis of grammar, reading in French, questions in French on the text, and dictations taken from the work are all a part of the pre-preparation. When students are perfectly familiar with a given act, it is listened to several times.

Again the question will arise whether or not this classical music approach is in final analysis a valid instrument of teaching methodology. I feel that it is. For example, all teachers know that students consider memorization of prepared conversations as drudgery. Yet with this technique one can virtually saturate a student with the text and the student is seduced by the melody into repeating this text again and again. Whereas in the former experience the student departs disgruntled, in the latter he is usually pleased and in some cases even excited through contact with part of living international cultural heritage.¹⁵

But aside from individual experience, one can objectively measure the validity of this approach with another tool from the audio-visual arsenal—the tape recorder. To do this, record single lines of the work on a tape and replay them for the student to see if these phrases are now appreciably meaningful. The complete procedure followed here is much the same as that for a dictation: Each line is recorded twice and then an adequate interim is left silent so that the student may write the line in French. The phrase is then repeated in order to allow the student to check his work. The last such test given found all "C" students identifying fifteen or more of twenty phrases correctly and three of the superior students correctly identifying nineteen of the twenty passages and transcribing an understandable, if not completely correct, version of the French.¹⁶ Need-

less to say, this type of test can also be applied to the area of popular songs. Or if you want to compare comprehension of different classes or even different schools a similar type of test on read passages eliminates lack of objectivity from differences of rate in reading.

The tape recorder, indeed, has many uses as an essential language tool. It can be used, of course, as a means of pointing out to a student his errors in pronunciation. In this case the student reads a passage which he has previously prepared. When he hears the playback he himself can often identify the errors. This can be done most efficiently by calling in students individually, rather than working with an entire class. All too often when one tries the latter approach the student is far too interested in how his voice sounds. Also, more than a few students are too tense to read well in such a unique situation. Therefore, a true picture of the student's reading capacity is not obtained.

To measure progress objectively, record once near the beginning of the year and once near the end of the year. The discernible progress is usually gratifying to both student and teacher. A small efficiency technique is to have the student give his name and the date at the beginning of each recording, thus one can readily locate any given student's work. Similarly, if you have your student's record in alphabetical order it is much easier to determine where a given student's recording may be found on the tape.

Other occasions for which one can use the tape recorder are the following: to play back a song which the students have done in unison, to record and perfect dramatic performances which are to be presented in public or at a school assembly; as a "tireless tool" for remedial drill; to record relevant parts of radio and

¹⁵ Here again some students were very interested in obtaining records of the opera. Three students purchased the LP of selections from *Faust*, one recorded on tape for home use the entire opera, and one asked for and received an album of the entire opera as a graduation gift. In a class of thirteen students this is significant testimony in behalf of the introducing of at least some classical music into advanced courses.

¹⁶ Approximately one third of the opera was edited for best results. Those parts where there is an intermingling of voices, rhythms, and melodies are not appropriate for this type of learning.

television programs; to record poems and passages from French literature;¹⁷ to record your own classes and analyze and evaluate your own techniques.¹⁸

Audio-visual experts maintain that the greatest teaching tool in America today is the movie, and much can be said for their enthusiasm, especially when the movie has been properly presented. However, there are certain limitations to the use of movies in the language field. First is the inherent difficulty of comprehension, heightened by the fact that many sound tracks are often less than clear. Moreover, the high school student can only understand simple dialogues, and these only if they have been previously presented and studied. Thus, one must have simple movies with good sound tracks and a prepared text to facilitate student study. Unfortunately, this type of movie is almost non-existent, and when it can be obtained the price is often prohibitive.

Probably the best group of movies of this type is the "Aspects de France" series filmed under the direction of Professor George Borglum of Wayne University. These films, four in number, done in color, are available with a script, exercises, a teacher's guide, and supplementary colored slides. Another fine series has been done by Dr. David G. Speer and Milan Herzog. These are distributed by Encyclopedia Britannica Films.

Other than the aforementioned the field is not a fertile one. Two films prepared by the MLA of Great Britain, "L'Entente cordiale," and "Quelle chance," are available with scripts, but the dialogue is a bit too puerile even for high school students. The "Accent Aigu" series, on the other hand, is very well done, but is too advanced. The same must be said for "La Famille Martin" series.¹⁹

Needless to say, many, many other films are available, but most are of very little value. Keep in mind that all films sound excellent when described in the film catalog, but few merit their description. All too many commercial distributors stock films made in the thirties. These often border on the farcical and do much more harm than good in the classroom. Therefore, previewing is a requisite to showing any film.

Still another source of films is FACSEA

(French American cultural services [sic] and Educational Aid).²⁰ From this source one can order films which treat almost any important phase of French culture as well as films depicting most of the many important geographical divisions. But these are produced to appeal to sophisticated audiences and the sound tracks are far too advanced for high school students. However, these can occasionally be adapted to classroom use. The technique is to turn off the sound, and then comment yourself, in French, or in English. In the former case, the teacher must preview the film and pre-assign an essential vocabulary list. For best results keep this list simple and use as much repetition as possible.

Finally, there are a number of fine free films available with English sound tracks from commercial companies. To be sure there are some purists who insist that advertising must not be allowed to invade the classroom, but one must admit that the student today will encounter this inevitably, and what better place than the classroom to do a little evaluation of this sort of thing. One of the best of the commercial films of this type is "Wings to France" by Pan American Airlines.²¹ This is an all color film not produced on a limited budget. It is an excellent film in all respects and the amount of advertising is negligible.

More flexible than movies, and therefore much more useful in many respects, is the film-

¹⁷ This is especially valuable if you have a native who is willing to assist.

¹⁸ Discussed at length in the article, "Teaching Teachers with a Tape Recorder." (*Modern Language Journal*, April, 1954, pp. 194-197.)

¹⁹ An example of a movie script with supplementary exercises for study in the classroom before presentation of the film itself may be found in Mathurin Dondo and Morris Brenman, *French for the Modern World*, Book One, pp. 308-317.

²⁰ FACSEA is an important source of films, filmstrips, bulletins, maps, charts, slides, posters, and other realia which are useful to the secondary teacher. For a fee of twenty-five dollars per year one is allowed to schedule two programs monthly from this source. (FACSEA, 921 5th Avenue, New York 21, New York.)

²¹ For a complete list of this type of films ask your audio-visual coordinator for a film catalog entitled, "Educator's Guide to Free Films." Another means of knowing what is current in this field is the "Audio-Visual" section of the *Modern Language Journal*.

strip.²² The outstanding advantage of the filmstrip is that any picture may be projected until all discussion has been completed. This leisure to discuss is especially important if one desires to present the subject matter in French. Moreover, presentation of filmstrips is facilitated by the fact that the picture itself is a source of clues for the student so that he can anticipate the vocabulary which must certainly be used. Similarly, viewing the picture, the student tends to associate the word with the visual image, thus breaking down the translation habit. Other advantages of the filmstrip technique are the economy, simplicity of operation, and the lengthened span of attention induced by the picture.

Again, a primary source of these is FACSEA.²³ The fee is minimal and the captions in French are most valuable.

Similar to the filmstrip projector in the manner of utilization, but even more flexible, is the opaque projector. Here is a tool which is invaluable in the language classroom. How often do we pass postcards, small maps, paintings, stamps, and other realia around the class with the purpose of acquainting students with some specific idea or fact? Yet if one disregards the hubbub which this approach occasions, there is still the fact that any accompanying explanation belongs in the annals of ancient history by the time the object reaches the last student. But now we have an instrument which will project with perfect fidelity anything from a bronze ten franc piece to an eight-by-ten inch, or larger, Degas print found in a book of paintings. In this situation all students can discuss together, and again one moves at a pace suitable to the topic under discussion.

Here then is the ideal way to display stamps, coins, postcards, and many ordinarily unwieldy classroom items. One can prepare and project poetry cards, songs for group singing, *mots croisés*, or pictures from magazines. One can also prepare specialized vocabulary cards with accompanying pictures for use year after year! There is no longer any need to badger some talented friend into making huge posters so that the last student in the last row may readily see. These can now be made in a size which facilitates filing, yet when needed the only limitation as to size is the screen. How could

one better present vocabularies associated with clothing, parts of the body, sports, furniture, and so on ad infinitum.²⁴

The fields of art and sculpture may now also be presented with ease by using the opaque projector. Of high contemporary interest value, especially since the release of such films as "Lust for Life" and "Moulin Rouge," is the whole field of art. Thus, for another change of pace you may order a series of miniature prints from the Metropolitan Museum of New York of Van Gogh or Renoir, of Manet or Utrillo, and present this series in French with the aid of the opaque projector. Include some anecdotal information concerning the life of the painter along with some explanation of those characteristics which typify the painter's style. The biographical vocabulary is mostly within the scope of advanced students, and with a little concentration on the vocabulary peculiar to painting you have a tool which can be used several times with gratifying results. In addition, the paintings offer numerous clues as to the nature of the comments, and again translation is discouraged since the student can associate the word with the visual image.

Another efficiency technique which can be used in this type of lecture is to number the pictures in the order of logical presentation. You may type the information which you desire to present for each picture on a white file card. Now you glue the pictures to the reverse side of the file card in such order that the information for each picture is on the file card of the picture which follows. Thus, you have an ever ready note card and will not be tempted to choose an unfamiliar vocabulary which the student will not understand. When you have finished any

²² "The filmstrip is definitely the simplest, the least expensive, and perhaps the most effective of the 'machine-type' visual aids." ("Linguafilms, the Use of Filmstrips and Slides in Modern Languages." *Modern Language Journal*, February, 1952, p. 77.)

²³ Professor José Sánchez notes (*op. cit.*), in his article on this subject, three main sources of information on obtaining filmstrips in the modern language area: Vera M. Falconer's *Filmstrips*; H. W. Wilson's *Filmstrip Guide*; and the *Educator's Guide to Free Filmstrips* issued by the Educators Progress Press Service, Randolph, Wisconsin.

²⁴ The *actualités* of the newspaper thus projected captivate the student, and what should one say of the flamboyant "ad"!

given series, slip a rubber band around it and file, all ready for use the following year. Similarly, be sure to mount a small map of France and of Paris on file cards. Thus, you have a geographical reference which can be projected as often as desired in any lecture. Instead of vaguely indicating that Lyon, for instance, is in such and such an area, you pinpoint it on the projected map with the flashlight pointer, available with most opaque projectors.²⁵ Keep in mind when considering this instrument that not only is one picture worth a thousand words, but that it evokes a thousand words and supplies one with an *hic et nunc* frame of reference for conversation, imparting concepts of topography, architecture, dress, culture, etc.

Finally, one can find in any community in this modern era people who have traveled in Europe who will be pleased to show colored slides. Use them! Students are always refreshed by new personalities. Moreover, although many of their statements may be similar to those already heard in class, this is an often needed reinforcement of an idea or concept which you have endeavored to impart.

Thus, one finds that the rapidly expanding field of audio-visual education is vital to the language field. Leaving aside such often dis-

cussed items as language laboratories and "short cut" courses to language through records, there are many available tools which the language teacher may utilize to enrich his course and to vary his program. Do not feel, having read this rather long outline of some new and old techniques, that one is suddenly abandoning all the traditional methods for a dazzling new world of sight and sound. No, these are used to supplement the traditional. Those who have taught in the secondary classroom know that the intrinsic interest value of language for many high school students is not high. Fortunately, we now have means of varying our courses and dispelling that ennui which is too often a limiting factor in any high school classroom. Experimentation which these media will necessarily bring some failures, but it will result in better teaching techniques and a higher regard for languages everywhere.

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²⁵ This device is "merely" a flashlight with the beam focused into a tiny dot. It allows the lecturer to operate the projector and simultaneously point out anything he wishes to emphasize on the screen.

* * *

We shall never thoroughly understand the nature of language, if we take as our starting point the sober attitude of the scientifically-trained man of today, who regards the words he uses as means for communicating, or maybe further developing, thought. To children and savages the word is something very different. To them, there is something magical or mystical in a name. It is something that has power over things and is bound up with them in a far more intimate manner than we are wont to imagine. This view may begin very early in the child's life. The child that notices that it does not get anything if it does not ask for it nicely, but that its parents at once fulfill its wishes when it says 'water, please,' rejoices in the magical power he has come to possess by the utterance of these syllables.

—OTTO JESPERSEN

* * *

The Integrity of The English Language

LIBERALS are fond of the thesis that, because America is classless socially, it is also without class culturally. They just as arbitrarily assert that America is an unidentifiable cultural waif, without even putative parentage, as they assume that it was born full blown and mature, and must therefore have a peculiarly insular, thoroughly native culture of its own.

Into this second category must be put most of the hysterically inclined pseudo nationalists who incessantly assert that there is an "American" language, as differentiated from the English language. It may be permissible to be anti-British, but when a proponent of any hypothesis allows his passions to run away with him and to overrule his reason, then the net result, so far as his audience is concerned, is to disqualify him and to discredit his entire position. However reluctant one may be to recognize narrow provincialism as the motivation for these periodic tempests in tea pots, one cannot blind oneself to fact. One is constrained by objectivity and cold logic to ponder the view that H. L. Mencken was dominated by a strong Germanic bias in his antipathy to the English language. Although he wrote a book on "The American Language," it is doubtful if Mr. Mencken were ever able to converse in Algonquin, Sioux, Navajo, or any other dialect of the American language, and at least his condemnation of and fulminations against the English language had to be expressed in that same "hated" English language in order to be understood. If they had not been so expressed, then none of his fellow Americans would have been able to read his views on the subject. Most Americans have never had time to learn any American, and except for a few college professors and missionaries here and there, it is spoken by no more than the 5,000,000 First Americans, or "Indians," who are left. Have we not robbed these people enough, without trying to take their very name or designation from them and apply it to a language brought from a land across the seas to this country?

The late Mr. Colby, a columnist, though briefly moved to contend for the existence of a non-Indian "American" language, had to admit, and even expand on the near universality of the English language. He claimed that it probably had greater currency than any other. It is not always appreciated that one may go from the deserts of western America, through all its great metropolitan areas, to London, or to the Outer Hebrides, to Capetown and to Alice Springs, in the center of the Australian "outback," from Melbourne to Wellington, (what beautiful English names!), the islands of the sea, to Rio, Point Barrow, Saskatoon, or almost any other place in either of the Americas, and find himself understood in our beautiful English language. It is a popular second language in South America, just as it is in many Continental European countries. One would almost expect to be understood if suddenly landed in the heart of Mongolia or the center of Russia!

Those who quibble over minor "differences" in a desperate and obdurate effort to prove their point must do so by totally ignoring the vastly preponderant similarities. It matters not if someone in London says "secretary" with the last two syllables somewhat telescoped, and that most Americans say each one rather precisely. If there is any rule on telescoping, it is hardly universal, in view of the large number of Americans who telescope such words as "interesting," "primary," "co-operative," "decorative" "machinery," "supplementary," "complimentary," etc. What is of transcendent importance is the fact that both countries use the same words! Is there any basic difference between an American calling one's attention by prefixing his remarks with the word "Say," and a Britisher doing the same by using the prefix "I say"? Obviously not, and "Senator Claghorn," like his real life historical prototypes, even prefers the "I say" version. It is so in most of the other comparatively few alleged "differences."

Certainly there is less difference between the

various accents of English spoken about the world than there is, for example, in the various types of French spoken in Paris, Algeria, New Orleans, or Quebec. Some of these people can hardly understand one other, yet it is all French. Northern Italians state flatly that they cannot understand Southern Italians or Sicilians. Berlin and Vienna both use German, regardless of what their provincial rivalries may cause each to say of the other's brand of it. Though joked about in an imaginative manner, this sort of thing is so unknown among English-speaking countries as to really be non-existent. We do not even refer to the various types of English speech by so strong a term as "patois." The mere fact that groups within any language classification may contribute some of their own local usages to the common pile does not alter the identification, grammar, or even, in most instances, the basic speech pattern of the language.

As, in refusing to see the forest for the trees, our friends carry their little—but to them, important—quarrel to its ultimate and illogical conclusion, they even put themselves in the fanatically absurd position of insisting that Canadians speak "Canadian," that Australians speak "Australian," that New Zealanders speak "New Zealand," that South Africans speak "South African," and that Scotchmen speak "Scotch," Irishmen speak "Irish," etc. This would be stoutly denied and impatiently dismissed in every case. They would feel bound to ask "How ludicrous can you get?" and "Who are you to tell us what language we speak?" Only a few Canadians speak the aboriginal language that would be "Canadian," and from which the very word "Canada" comes. The then Princess Elizabeth, who had never been in Canada before, had no difficulty in making herself understood during her visit there. Virtually no Australian speaks the language of the 60,000 or so native or indigenous Australians, and would not be proud of it if he did, for these are considered the most backward and most undeveloped aborigines in the world. If the use of slang and colloquialisms made a nation culturally independent, remote, or even distinct, then the Australians would have the greatest claim to a nationally autonomous "Australian Language," but they would be the

first to repudiate and disclaim the notion. The Australians do not share any Germanic hatred of Britain—they voluntarily fought both the Kaiser and Hitler—and they take pleasure in standing up on their hind legs and boasting to the world, via their Press, that they are 98% British. In fairness, we must let them speak for themselves, and not try to dictate their sentiments. They know what they want to be and what language they prefer to speak. Attempts to change this, on the part of any of our "American Language" bigots, are misguided. The New Zealander, though not ashamed of the Maoris, would indulgently inform one that only a handful of their people speak "New Zealand" or "Maori." To the dismay of the Menckens and all the little Menckens in the United States, they would soon let them all know that they feel much the same as the Australians on things British, only more so! If one were to tell a South African from the Cape Colony or Natal—the two British provinces in the Union—that he spoke "African," he might become slightly bellicose when he explained that "African" means a native dialect, or that "Afrikaans" refers to a Holland Boer speech to which he is very much opposed. The Scot would haughtily state that the "Scotch" language is Gaelic, and the Irishman would say the same of "Irish." They would resent anyone referring to English as his native language, explaining that it is a foreign language which he has mastered for business reasons, albeit in a very pure form.

Some of these people would probably venture the opinion that the descendants of the great post-Civil War migrations of non-British people to the United States were the victims of an unfortunate choice in the matter of adoptive homelands if they do not want to be assimilated into and do not like America's manifold British heritage, but that it is not too late to rectify it by going somewhere else. Whether parliamentary, cultural, or racial, this heritage cannot be written off and, if prodded enough, the usually self-effacing Anglo-Celtic temperament of the nation might stiffen and re-assert its position in these matters. Though very tolerant and unsophisticated, it does not like to have certain things taken for granted. When one moves in with strangers, one does not re-decorate their home to suit oneself, and throw out what one

does not like. It is this heritage, after all, that makes America different from other countries, and no one has a right to rob or try to divorce the nation from it.

Our friends, having failed to think this subject through, can easily be vanquished by being asked to explain why, if the various accents of English used about the world are to be called separate languages, the several accents used within each nation are not called separate languages. There must be about 20 readily identifiable sectional accents—"languages" to the Menckens if they consistently applied their ideas—inside the United States. Really, though, does an Alabaman speak a different language from that of a Minnesotan? Do New Englanders speak a distinct language from that of the Texans? Obviously not. But when the same problem is projected into an international atmosphere, the substitution of international boundaries for State or sectional boundaries ought not to change a process of logic or reason. Part of the difficulty of the "American Language" protagonists is indeed psychological. For example, the broad "A" resented by them in the British because it sounds high toned and makes them feel inferior, must, however exasperating, be tolerated in the New Englander, for it is a part of the American heritage so far as his section is concerned. Just why the broad "A" should be so resented is puzzling, for it is actually much more of a universally applied rule in Continental languages than in the "hated" English. These people seem to have simply sought to apply a racial prejudice to a grammatical abstraction involving comparative speech. Even so, English, with its *Germanic*—not Latin—grammar and origins should not have offended them.

The antagonists of the English language in America, and the proponents of an "American" language—although they speak none—have missed the only argument that could have any validity. At least, it would not be contested with any proprietary feeling toward the offending jargon, if they argued that the Brooklyn and "Noo Joisey" speeches do not belong here, nor form a part of our heritage. In States with compulsory secondary education, there is no reason or excuse for their existence. Unlike the Richmond or Boston speeches, they cannot be

considered literate types of speech, with an American historicity. Assuredly, our scholars are correct in pointing out that much of the novel slang that so excites "American" language protagonists really comes from phrases used in Shakespeare's writings—"there's the rub"—and in the British Bible¹ of 1611—"it was noised abroad"—but nothing in their statements can be made to explain these dialects. They are apart from the main stream, devoid of nationality.

In the only other important instance in which something which is "not English" is in vogue, both America and Britain are equally culpable, so there is still no room for provincials to make an issue. Americans and British vie with one another in the use of such guttural sounds as the unconjugated "have got" for "have gotten"; the inelegant, ungrammatical "different from" in place of the "different than" demanded by grammar in the use of such static comparative forms ("different from" is just as incorrect as "bigger from" or "smaller from," and should be avoided for the same reasons); the equally ungrammatical "aren't I" for the obvious and precise usage "am I not"; the awkward and unconjugated "have proved" for "have proven"; "sujestion" for "suggestion," the colloquial "try and" for the correct "try to"; and the common habit among even some of the most noted literary lights on each side of the Atlantic, of misplacing adverbs, such as "only" so that they modify the wrong words and give sentences ridiculous meanings. Our friends, however, have failed to interest themselves in such tangible and very common violations of the language as these, although they might do so to the benefit of the language. Instead, they pursue their elusive will-o'-the-wisp, the "American" language, and live in a narrow, bitter, little world of their own, quite divorced from reality.

Finally, to the main matter, one may always apply the empirical, pragmatic, or plain utilitarian formula. Against the language difficulty alleged, none of our dissident friends claim to

¹ Although American usage differs from British usage less than does Ecclesiastical English, no one has ever thought to claim that Ecclesiastical English is not the purest, most classical form of English. Its position being secure, then the position of American usage ought to be secure, too.

need interpreters or translators when dealing with people from any of the various English-speaking countries which they say have separate languages. Nor can they explain why grammars and dictionaries written in one country may be used satisfactorily in other countries. Indeed, for anyone even to suggest that the Oxford Dictionary should not always be considered along with Webster's Dictionary is to admit to a disqualifying and unscholarly prejudice. Having the English language, but refusing to use the Oxford Dictionary along with our own would be as narrow as using the metric system but refusing to accept French and German calculations in it on the ground that foreign applications of a common system must always be inferior to American. Our friends have not explained the great exchange of periodicals between America and the other English-speaking countries, if there is such difficulty in understanding English. Claims of a language barrier melt away before the fact that the American film companies make their annual profits in the British market without the use of printed subtitles or "dubbing in." As any language difficulty would work both ways, it cannot be argued that we can be understood while we do not understand. They have also failed to explain the many international radio broadcasts between English-speaking countries, without the services of any translators, and they have ignored American enthusiasm for the "Shakespearean," "organ tones" of Mr. Churchill's speeches. It is actually *ease* of understanding, not difficulty, and an appreciation for the beauty of our heritage, that accounts for this enthusiasm. There are sometimes some annoying and very presumptuous commentators who try to enlarge upon what the clearest speakers in the world have just said, but that is another matter. This same breadth of view on the part of the American public must ultimately doom to failure the

bigoted attempt to impose on them a single flat Chicago speech pattern,² by simply banning any other from the networks and broadcasts of American radio and television. In tuning in to a broadcast from Richmond, New Orleans, Boston, Dallas, or Salt Lake City, one has a right to expect to hear the speech of those sections, not simply the networks' version of what they hold to be the "official" American speech. One could not blame our Virginia friends if they argued with some heat that their beautiful cadences were much more authentically American than anything developed in their former Northwest Territory. Such a confining, narrow, policy on the part of the networks is inexcusable, but will not be reviewed until public opinion insists on it. The essential integrity of the language, domestically and internationally, must prevail, for cultural regionalism is wrong. Cultural insularity breeds cultural insulation, the parent of book burning and pogroms.

One final instance of this oneness, indeed, the most subjective proof of all, is the fact that anyone who has been able to read this is undeniably familiar with English, for the author speaks and writes only English. He does not know any "American," regardless of what tribe's dialect you may mention. No one who does not read and understand English could possibly be offended by this commentary, for he would be unable to read it if that were the case.

Good English is very much a standard commodity the world around. It possesses an integrity, a oneness, worthy of respect and appreciation.

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² A comparable situation might be for the British Broadcasting Corporation to seek to impose the Lancashire dialect as the "official" British speech.

* * *

Comprehension is equality.

—HONORÉ DE BALZAC

* * *

The Development of Fluency in Foreign Language Courses

FLUENCY is one of the skills most difficult to develop in the mastery of a foreign language. Most people who learn a language in school "recite" throughout their elementary and intermediate language courses and enter the first conversation course with the ability to express a limited number of ideas in a halting way but not really capable of "speaking." The difference between the student who "recites" and the one who really "speaks" is considerable, and if both were suddenly transported to the foreign country, the student who could "speak" would have all the advantage over the one who could only "recite."

The development of fluency is quite possible in elementary and intermediate courses where oral proficiency is the main aim of the course; it is possible only to a limited extent if other aims, such as reading skill, grammatical knowledge, etc., are paramount. Fluency *must* be one of the prime goals of the first conversation course; in fact, fluency should probably be developed before anything else in this course. For once a student speaks fluently even within a restricted area, other aspects of conversational skill can be mastered more easily.

Those learning language in a classroom tend to "recite" rather than to "speak" because language is taught analytically. Students memorize a limited vocabulary, learn a certain number of grammatical principles, attain some degree of proficiency in pronunciation. When they wish to express themselves in a foreign language, they try to combine these three elements by translating from English. For instance, if Mr. Smith, who has studied French for one year, wishes to ask Mlle Dupont in French if she will go to the movies with him, he may have trouble arriving even at the simple "*Voulez-vous aller . . .* because, rather than having learned *Voulez-vous . . .* as a word-pattern, he must translate from English *Will you . . .* and each time he wishes to ask a similar question,

he translates *Will you . . .* The moment he reaches the point where he can say *Voulez-vous . . .* as a French pattern rather than as a translation of the English *Will you . . .*, he will already have attained a small degree of fluency. Therein lies the nucleus of the solution of the problem of teaching fluency in the classroom: *Afford the learner the opportunity to use common expressions to the point where these expressions become word-patterns rather than a matter of translating English phrases into the foreign language.*

It must not be implied from what has just been said that we are criticizing the analytical approach to language teaching. In view of the relatively late age at which our students begin to learn foreign languages, because of the short time they have to study them, and considering the multiple aims of our courses, the analytical approach is probably the most rapid method of achieving these many aims, especially for those who are taking one or two years of a language as part of a humanistic or cultural background in a college of liberal arts. But if students have not developed fluency in the elementary and intermediate courses, the first conversation course, which is not usually required for non-majors, should surely convert latent knowledge into more active skills.

We shall try, then, to suggest methods by which fluency may be attained, especially in the first conversation course; the same devices may be used in a modified form in the elementary and intermediate language courses.

Let us first examine several of the traditional methods used to develop conversational skill and try to evaluate their contributions toward the development of fluency.

(1) The most common method used in the elementary and intermediate language courses is that of questions and answers on material read. Students prepare a passage before class. At some time during the class hour, the in-

structor asks questions on the passage in the foreign language, and the students answer the questions, preferably in complete sentences. There are many effective variations. Students may ask the questions, and the teacher or other students may answer them. Students may narrate the plot of the reading assignment. Or students may simply volunteer unrelated sentences on the reading material prepared. The latter method is especially effective when this material does not lend itself easily to direct questions. The question-and-answer method has much to recommend it, and if it is carried on over a long enough period of time, some fluency results. But unfortunately, after a year or two of this method, most students still "recite" rather than "speak."

(2) A method employed in some elementary texts designed for the conversational approach and in many of the specialized conversational texts consists in the memorization of type sentences such as *Where is the railroad station? The railroad station is straight ahead. How do I get to the railroad station? Go three blocks straight ahead, then turn left.* Such sentences have a practical appeal and are enthusiastically received by the student, and if he learns and remembers the sentences taught and practiced during the course, he can, in fact, get around in a foreign country much more idiomatically than students taught by the question-and-answer method and with a non-conversational type of reading material. When such texts are supplemented by proper exercises, they often are very effective. But two perennial problems arise where this method is used: (1) How can a student retain a large number of these practical but isolated sentences? (2) How can these practical but plotless sentences be woven into an interesting and effective classroom situation? It is understandable that a student may find a certain number of these practical sentences stimulating, but does he not reach a point of diminishing returns? When sentence after sentence is learned without any framework of plot, does not the learner tend to forget the sentences and to find the class hour rather meaningless, whether the sentences are used in an elementary or in a conversational course? And if the student emerges from the course with fluency in a limited number of experiences in areas in

which he has learned sentences, to what extent can he transfer this type of fluency to other situations?

(3) A third procedure, a particularly favored device in conversation courses of all kinds, is the "speech before the class," the theory being that the student learns to speak by giving a formal speech in front of his classmates. I vividly remember this activity in my first French conversation course. It was the custom of the instructor to assign a weekly three to five minute speech on a given subject. We were obliged to prepare the speech beforehand and to get up before the class to deliver it to our fellow-students, who listened in a bored fashion because they couldn't escape but with little benefit to themselves. It was always an unpleasant chore to prepare these speeches and an agonizing one to get up before the class to deliver them. Over and above the considerable difficulty of putting the speech into the foreign language, there was the problem of content. We would think over and over again what could be put into that speech to make it last the desired time without its being too insipid and without its falling completely flat before the rest of the students. Once in front of the class, there was the problem, which for some students is considerable, of speaking before the group. In order to deliver such a speech in front of the class, it had to be more or less memorized, errors and all, and by the time we gave it, it was quite devoid of the spontaneity with which conversation should be carried on. As a matter of fact, it was not conversation at all. I can't remember developing any conversational ease whatever by giving such speeches. On the contrary, they were a nightmare which gave us a dislike for conversation courses, and all because the instructor confused "speech-making" with "speaking." Subsequently, I have often asked students in conversation courses how much conversational ability they acquire from making speeches before the class. Their replies have never indicated any enthusiasm whatever for this activity. The enthusiasm is all with the teacher!

In considering how to develop conversational skill, we teachers must take into account something in the psychological make-up of the human being which is a powerful aid to pattern-

learning, namely man's tendency to feel very much at home with something he has heard a number of times and has then begun to use for himself. This is true both in the case of one's native language and foreign languages. For instance, a person hears a new popular expression for the first time. It strikes him as odd, then he hears it again, and it begins to sound familiar. It is not very long before he has accepted it; it has become a part of him, and he then begins to use it with as much ease as anyone else. Taking into consideration this psychological trait, we need to find a method whereby the foreign language learner can hear word-patterns over and over again and then use them frequently.

In order to build up fluency in the classroom, the student must be placed in an informal atmosphere, given topics on which he can speak and wishes to speak, presented with situations in which he is interested and at ease, and where he has sufficient opportunity to repeat basic patterns so that he unconsciously learns them through usage. He must be provided with enough of a vocabulary beforehand so that he will not be entirely inarticulate, and he must be led, almost without knowing it, into expressing himself naturally and without the constraint which so often exists in the classroom.

To attain this objective either in the first conversation course or in more elementary courses, we are about to suggest procedures whose success will depend on the skill with which the instructor manipulates them. Here, then, are the suggested activities.

For out-of-class preparation, the student is assigned a limited number of pages, three or four at the most, of simple narrative, in which the vocabulary is not complicated by uncommon words and whose plot carries the story forward. The content should be interesting; there should be plenty of action, so that the students can easily remember what has taken place. Ideal for this purpose are the narrative portions of Victor Hugo's *Les Misérables*; short stories of Maupassant and others are also excellent. Since most stories are not pure narrative, only such parts as are narrative should be assigned for classroom discussion. The students can read the other parts outside of class and prepare reports to be handed in.

It is useful although not absolutely necessary to begin the class hour with a résumé on the blackboard of the pages assigned. Students may be encouraged to go to the blackboard as soon as they arrive in the classroom. They should write their résumé without reference to notes or to the text. The instructor may correct while the students are still writing. This blackboard résumé, if used, should not last, together with the correcting, for more than seven to ten minutes after the beginning of the hour; otherwise it could easily defeat the main purpose of making the hour conversational. The use of the daily résumé insures that the students will read the lesson and also permits the instructor to point out to each student syntactical errors which he might otherwise make later when speaking.

After the résumé or, if there is no résumé, at the very beginning of the hour, the conversation begins. From that time on, no English is spoken in the class. The instructor now uses one of two procedures: the direct question or the indirect question.

THE DIRECT QUESTION

The instructor begins by asking a direct question on the material prepared. A student answers the question in a complete sentence. Then, instead of continuing with a new question on the text, the instructor asks a second student a personal question based on the same vocabulary and containing the same word-pattern as the original question. Using the answer to this question as a point of departure, he asks other students questions, always using the same basic vocabulary and patterns. We may illustrate this method by using the first sentence of Daudet's well-known *La dernière classe*.

Teacher

Est-ce que Frantz est arrivé à l'école en retard?
 Est-ce que vous êtes arrivé à l'école en retard ce matin?
 Pourquoi êtes-vous arrivé à l'école en retard ce matin?
 Est-ce que vous arrivez souvent à l'école en retard?
 Est-ce que je vous gronde quand vous arrivez à l'école en retard?

Students (each answer being given by a different student)

Oui, monsieur, Frantz est arrivé à l'école en retard.
 Oui, monsieur, je suis arrivé à l'école en retard ce matin.

Je suis arrivé à l'école en retard ce matin parce que je me suis levé trop tard.

Non, monsieur, je n'arrive pas souvent à l'école en retard.

Non, monsieur, vous ne nous grondez pas quand nous arrivons à l'école en retard.

At first glance, this procedure looks so similar to the traditional question-and-answer method that one might question that there is any innovation at all. Yet the follow-up of the question from the text by personal questions which contain the same pattern changes the entire learning picture. With only questions from the text, the student "recites." With the follow-up of personal questions, he also "recites" at first, but increasingly as he becomes more familiar with patterns, he tends to "speak" rather than to "recite," for not only will he handle the patterns with greater facility but also, in talking about everyday occurrences, he will express himself with far less constraint than when talking about the lesson.

THE INDIRECT QUESTION

The instructor begins by asking an indirect question on the material assigned. A pupil asks the same question directly of another pupil. The second pupil answers the question. The instructor then asks that second pupil a personal indirect question based on the same pattern as the original question. To illustrate from the first sentence of Daudet's *La dernière classe*:

Teacher

M. Jones, demandez à Mlle Smith si Frantz est arrivé à l'école en retard.

Mlle Smith, demandez à M. Arthur s'il est arrivé à l'école en retard ce matin.

M. Arthur, demandez à Mlle White pourquoi elle est arrivée à l'école en retard ce matin.

First Student

Mlle Smith, est-ce que Frantz est arrivé à l'école en retard?

M. Arthur, est-ce que vous êtes arrivé à l'école en retard ce matin?

Mlle White, pourquoi êtes-vous arrivé à l'école en retard ce matin?

Second Student

Oui, M. Jones, Frantz est arrivé à l'école en retard.

Oui, Mlle Smith, je suis arrivé à

l'école en retard ce matin.

M. Arthur, je ne suis pas arrivée à l'école en retard ce matin.

The indirect question method requires a longer time in which to cover a given amount of material, but the amount of material covered must not become a factor in developing fluency. This procedure affords more pupils the opportunity of speaking rapidly, for the fact that the same basic sentence is being repeated three times with variations makes everything proceed more rapidly. When personal questions are asked, there is the distinct advantage of requiring the natural use of three distinct verb-forms in three different sentences. This repetition is all-important!

There are times when the direct question seems more effective, other times when the indirect question works better. The existence of the two devices helps keep the procedure from becoming monotonous.

For this method to succeed, the class must not be too large. While the method can be used in any class, it is best not to have more than fifteen students in a conversation course. The combination of the personalities of the students is most important. A student who is willing to take the lead in a discussion is a tremendous asset to this type of class. Students must be put at their ease. While they are in the process of developing fluency, errors should be corrected quickly, but not too vigorously, for too much correction makes students so conscious of errors that they hesitate to speak for fear of making mistakes, and the very purpose of the class is negated.

Once fluency has been developed with the use of general narrative material, selections with specialized types of vocabulary and expressions might be made up in order to develop a well-rounded conversation vocabulary. For instance, a story centering around finding one's way in a strange city, another concerning ordering a meal in a restaurant, a third on buying supplies, etc., might be used for developing fluency in specific types of expressions. Such material must always be kept relatively simple in style and must always have an interesting plot.

With the use of the technique described, the pronunciation of the students gradually improves through constant practice in speaking.

Also, continual repetition of speech-patterns is conducive to the development of a correct intonation. It is important, of course, to insist on an accurate intonation. In a discussion of a given topic, after several students have used the same speech-pattern, the instructor may repeat the pattern in a type-sentence, ask the students to repeat it several times together, and then have various individuals repeat it, always with the proper voice flexion. In addition, a few minutes each day may be spent drilling on basic sounds, always using pupil errors as the point of departure for the drill. For instance, Mr. Johnson mispronounces the *æ* of the word *peuvent*. The instructor then writes *peuvent* on the board and says: *Prononcez.* He adds to the list, for example, *heure, cœur, douleur*, and *veulent*, which the pupils pronounce first in unison, then individually until the instructor is satisfied that they can pronounce the sound *æ* correctly.

If the students of a class using this method "recited" rather than "spoke" at the beginning of the semester, fluency will not develop after the first hour nor will it be attained even during the first few weeks of the use of the suggested procedure. But before long, the instructor will notice that the students *are* speaking with greater ease. As the semester advances, a change will be perceptible, and the day will come—not the same day for every student, of course—when, within a limited area of discussion, the students will really "speak." Once they feel the thrill of speaking fluently along certain lines, they will find it quite possible to broaden their area of fluency to other areas, and when they arrive in the country in which that language is spoken, they will not find their school French inadequate for conversation with the people of the country.

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* * *

It was of course naïve to have been overawed, some thirty years ago, by the pretensions of our colleagues in the exact sciences. We had a science, a domain of concrete fact; it was philology, pioneer among modern sciences, and it was being cultivated with all the rigorous exactitude of which the human mind is capable. It is an ominous sign that the neophytes in our fraternity of scholars are showing an inclination to make detours around this, our fundamental science. One meets more and more frequently the argument that one interested in the literature of the last two or three centuries will derive no benefit from a study of the old language. This is clearly to forget, or to ignore, that the most vociferated claim of modern literature from Romanticism on, is that it produces extraordinary effects by taking advantage of the evocative power of the words employed. How can one hope to be able to grasp the image, the sensation, and the thought which a word is supposed to evoke, if one does not know its genealogy and the vicissitudes of usage through which it has passed and which have given it its evocative powers? But to appreciate all that, one needs to have had at least some training in philology, especially in so far as it applies to the derivation of words.

—COLBERT SEARLES

* * *

Some Linguistic Problems of the Spanish-Speaking People of Texas

GENERALLY speaking, the learning of English by Spanish-speaking people entails the same considerations encountered in the learning of any foreign language, namely, the transfer of ideas from one language to another with the minimum loss of content, subtlety and special connotation. To these desirable objectives must be added something which is generally overlooked. The learner wishes to avoid corruptions of structure, however slight, which will stigmatize him as a foreigner. A foreigner is of course, expected to have an accent. He will not, on the other hand, be regarded as a good speaker of English if he ignores or corrupts the traditional structure and syntax which is common knowledge even to small, English-speaking children.

In practice the first grade Spanish-speaking child of Texas comes to his first grade class with little or no knowledge of English and finds himself at an immediate disadvantage. His English-speaking neighbor can converse with the teacher on a variety of subjects. He, on the other hand, lacks the ability or confidence to utter a sound. In some schools there are separate classes in the first, or first few grades for Spanish-speaking children. This worthwhile measure will, however, fail to produce the desired results unless some linguistic adjustments are made from one language to the other. One need only take a position outside any grade school, high school, or even college, in the Rio Grande Valley of Texas and listen to the language of the students to judge whether Spanish and English have been reconciled. Spanish continues to be the native language of Americans from Spanish-speaking homes, with some exceptions on the college level, with very few exceptions in high school and with practically none in grade school. Even the statement that the students know English but prefer to converse in Spanish must be qualified. Under such circumstances, their English will be found to

manifest an unacceptable amount of Spanish influence.

In order to appreciate the difficulty Spanish-speaking people have with the English language, it is necessary to accept the premise that Spanish and English manifest more differences than similarities. It is safe to say that almost every time an English word, locution or expression is corrupted, the reason can be isolated in terms of the standard Spanish method of expressing the same thing. For example, "My brother is teacher," most certainly does not indicate that the speaker knows nothing about the indefinite article. It is merely a word for word translation of "Mi hermano es maestro." It does mean, however, that the student has to be shown that the indefinite article is not used in English exactly as it is in Spanish.

This study will be limited to three linguistic problems which continue to plague many Spanish-speaking people and will endeavor to investigate the thinking of the people as they attempt to express themselves.

1. Hypercorrection

Both in Reynosa, which is immediately across the river, and in Edinburg, which is twenty miles from the Mexican border, young boot-blacks have approached me with "chine?" The Mexican boys are, of course, completely ignorant of the "sh" sound. On the other hand, their American counterparts have heard it, have been exposed to it in school and have been advised how to articulate it.

Repeated failure to pronounce the "sh" correctly and justifiable refusal on the part of the teachers to accept a compromise have impressed the individual with the necessity of mastering this sound. As he ascends the academic ladder or as he becomes increasingly involved with English-speaking people, he becomes more and more conscious of the stigma attached to sub-standard pronunciation. The

unfortunate result has been, in many cases, to "correct" where correction is not wanted.

Are you going to *shursh*?

Did you *shange* the table cloth?

Eash book costs one dollar.

One could compile an imposing list of the hypercorrection of "ch" to "sh." In every case, however, the reason would be the same. Fear of censure brings an unwholesome influence to bear on the mind.

"Why," asked a teacher in the lower grades, "do the Spanish-speaking children call me Mees Moore?" A speaker can hardly be expected, Miss Moore, to employ sounds which are foreign to him. The short "i" is probably as strange to the Spanish-speaker as is the "jota" to speakers of English.

A remedial procedure is undertaken. Constant drill and diligent application finally bring the desired results. But as was noted in the case of the "ch" to "sh," success overflows into territory where it is not welcome. A college student asked, "How can I learn French *izzier* (easier)?" A transcription from shorthand in a college class read, "This plane *sits* forty people." A soda fountain clerk who spoke English with the barest trace of an accent commented, "I came early today for the first time in a *wick*." A waitress with almost the same facility in English as the above mentioned clerk spoke thus of one of her children, "My boy is going to be an Indian *chiff* in school."

Syntactical hypercorrection

A translation of "Estoy escribiendo una carta" to "I am writing a letter" gives the impression that the theory of the progressive form of the verb is the same in Spanish as it is in English. Everyday usage, however, indicates that there is a difference. After one answers the telephone in the Rio Grande Valley of Texas, a speaker of Spanish at the other end of the line is likely to ask, "¿Quién habla?" In English, on the other hand, this idea can only be expressed as "Who is speaking?" One has occasion to ask a child, "Qué haces, Pepe?" "Yo hago una casa grande." In both question and answer English would demand progressive usage.

Reminded constantly that the progressive construction is needed to express action in progress, the speaker of Spanish once more is

likely to commit hypercorrection. A college student wrote on a theme, "Yesterday I was sleeping in a hammock all day." Since this is a complete description of what was done, English demands the simple past, that is, the inflection of but one verb.

Reflecting the same tendency is the statement, "I am studying every night." This same type of hypercorrection, most common in the present tense, can also be heard among speakers from Germany, France, Poland, Russia, etc. One need not know the language of these countries to realize that the two part progressive construction of English lacks a counterpart in these languages.

2. Omission of the final consonant

Although a careful speaker of Spanish makes every effort to pronounce all the letters of a word (except "h," of course), he is also aware that the omission of a final consonant is not likely to affect the meaning of a word nor expose him to unkind criticism. Overheard in a barber shop: "Pedro, tu tiene un For(d), ¿verdá?"

It will be remembered that the loss of the final vowel is legitimate with certain adjectives before a masculine, singular noun—uno, bueno, malo, primero, etc. Similarly, English writes but does not pronounce the final "e" in hundreds of words—bite, rate, sensitive, etc.

A sports announcer who broadcasts major league baseball games directly from the ball parks to possibly all the Spanish-speaking countries of the Western Hemisphere made an understandable compromise with the name of Gil Hodges. "Gil Hodge" was as close as he came or, probably, as close as he thought was necessary.

In reply to the question, "How do you get home at night?" a waitress in the Valley, a product of the local schools, answered, "Oh, somebody *take* me home." A college student who accepted my offer of a ride told me that he was also a farmer. Expressing his hopes for that day, he said, "I hope it *rain* today."

Occasionally, the omission of the final consonant will effect a change in the intended meaning. A young woman of an adult class in English was encouraged to ask the teacher a question. "Do you like *me* better than fish?" I told her that I did like her better than fish but

added that she probably meant to say "meat" and not "me." The class had not yet been made aware of the importance of sounding the final consonant in English and could not, until that moment, appreciate the humorous or embarrassing twist a speaker could unwittingly give a word. This was a golden opportunity to elaborate on the importance of articulating in nearly all cases the final consonant in English.

In another class, a student was asked, "Can you walk thirty miles?" "I *can* walk thirty miles," was the immediate reply. In this case, the class was promptly given to understand that by omitting only a single letter, namely, the final "t," the speaker had given an impression which was the reverse of what he had intended. I could not resist the question, "Can you lend me ten dollars?"

It is quite true that, except for rare occasions, with or without the final consonantal sound, the meaning will be clear. Yet the reaction to an omission is so different in English than it is in Spanish that every effort should be made to impress the student with the criticism he invites if he ignores this tradition. On the surface "I have two *book*" sounds no worse than "Yo tengo dos *libro*." In practice, however, to say this in English is roughly the equivalent of appearing in public with shoes of different colors.

3. The future tense

In Alarcón's, *El sombrero de tres picos*, the Corregidor, who is in an extremely bad humor, orders his underling to do an errand posthaste. Indicating his eagerness to comply at once, the latter replies, "¡A las ocho en punto *estoy* allí!" This was not to happen for several hours. However, the great desire on the part of the speaker to shorten the period of time reduces it, at least in his mind, to a portion just beyond the present tense. This is, of course, a recognized use of present for future in the Spanish language.

In the same novel, the Corregidor, who has invaded the privacy of the virtuous Frasquita, endeavors in vain to explain his presence.

— Mujer, escucha.

— ¡No escucho! (*Ibid.*, p. 433)

The editors of an anthology in which Alarcón's novel is contained translate "No escucho!" to mean "I won't listen." English de-

mands the future construction.

In another section, where there is no reason for emphasis, the future is used in Spanish as it would be in English.

— Pero, en fin, *¿la quiere ud . . . no la quiere?*

— Te *diré* . . . ¡Yo la quiero mucho! (*Ibid.*, p. 402)

Attempting to aid a Spanish-speaking child in a playground, I was gently put off with "No me caigo." An English-speaking child would have said, under the same circumstances, "I won't fall." A mother in the same playground ordered her child, "Ven acá o te mato."

Influenced by the traditions of his language, the Spanish-speaker of English is very likely to say and often does say, "Well, I *see* you tomorrow." On the other hand, a seven year old speaker of English, motivated by his traditions would know enough to tell his little friend, "I'll see you after supper."

To be sure, these are not the only important linguistic problems of Spanish-speaking people which arise out of their experience with the English language. They serve, however, to underscore the conclusion that the mere presentation of correct usage is not sufficient to inspire confidence in the learner. The assertion has been made that unless the difference in the language is always made clear, there will arise a natural tendency to graft Spanish on English. It would be a mistake, however, to speak only, or even most frequently, of differences. If this is done, the results can be far more damaging than the corruption of sounds and ideas. The conclusion is unwittingly reached that every step taken in English is inherently different and hence difficult.

It seems reasonable to advise a student not to say "shursh," but "church," until it is realized that he is probably not aware of the nature of his error. On the other hand, it will come as a pleasant surprise that the "ch" is pronounced in English exactly like the Spanish "che" in the vast majority of cases. The learner can even be encouraged to guess the pronunciation of strange words like, let us say, chalice and chicory, on the basis of what he already knows about the "ch."

Since language is a symbolic reflection of life's experiences and since these experiences

are shared, for the most part, by the people of the world, it stands to reason that the expression of similar ideas, particularly in two related languages, will show many common elements. For example, if it is intended to teach speakers of Spanish the future tense, a reasonable beginning would be to review that tense in Spanish in terms of its basic meaning, and structure, to show to what extent English resembles Spanish, and, finally, how English differs.

While much time can be consumed debating the question of the personal feelings of the Spanish-speaking people in the United States, even a small amount of contact with them will reveal that they are still striving to be accepted as equals. As the language barrier is demolished,

to the same extent will the amalgamation be hastened. On the other hand, a speaker of Spanish would hardly consider that the language barrier had been removed, while he continued to make errors of commission or omission of which an eight-year-old English-speaking child would not be guilty.

Experience has shown that the Spanish-speaking people are most eager to be made aware of the effect of their words on native speakers of English. The exploitation of this eagerness provides the most effective channel to the solution of linguistic problems.

LESTER BEBERFALL

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* * *

So there is in fact a national, linguistic sense of honour, or at any rate there should and must be one, since and as long as there are national wars about languages and attempts at throttling them. If a man is robbed of his earthly home, he finds a spiritual home in his mother tongue, which is everywhere and always present to his senses, and can therefore at some time again become concrete and have an earthly home. This is true of national and political, as well as of religious and sectarian communities. For example, the more the Jews were persecuted, the more closely they clung to the language of their synagogue, protected the lyrical soul and the ancient writings of Hebrew as the home of their beliefs, and barricaded themselves behind them. In a similar way a poet filled with his emotions, shuts himself off from the demands and the turmoil of the world, in order to become an inner ear to these emotions, and their purest and clearest voice. It is true of every feeling, and therefore also of national feeling, that, when it has been excluded from every other refuge, language will become the spiritual fortress from which it will break out and conquer its environment when the times are propitious. The man who denies or gives up his last refuge and sally-port of his home sentiments, is without honour; he is dead to the community in which he received his first experience of human language.

—KARL VOSSLER

* * *

*Personalia**

Adelphi College, Garden City, New York. Department of Spanish.

Leaves of Absence: Conchita Hassell

Promotions: Lisandro Díaz—Assistant Professor

University of Akron, Akron, Ohio. Department of Modern Languages.

Promotions: Herbert W. Smith—Assistant Professor

Resignations: James W. Glennon—to University of North Dakota

Retirements: Anna Belle Chalfant—ten years of service

Albany State College, Albany, Georgia. Department of Romance Languages.

Appointments: Alfredo M. Sharpe—from Palmer Memorial Institute

Promotions: Williard F. Harper—Professor of Romance Languages

Resignations: John M. López

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Appointments: Erich von Richthofen—Associate Professor of Romance Languages—from Wolfgang-Goethe Universität, Frankfurt

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Appointments: Kessel Schwartz—Associate Professor and Chairman of Department—from University of Vermont

Promotions: P. N. Flum—Assistant Professor

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Promotions: Rodney E. Harris—Associate Professor

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Appointments: Denys A. Gonthier—Assistant Professor, Yves Garon—Assistant Professor; Raymond Thomas—Assistant Professor

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Promotions: James L. Shepherd—Associate Professor; Thomas F. Walker—Professor

Resignations: Mrs. Vely Creasey—marriage

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Appointments: Max J. Schroeck—from Johns Hopkins University; James A. Tyler—from Indiana University

Resignations: Gerard M. Mertens—to Tennessee

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Resignations: Willy E. Drews—One-year Fulbright visiting professorship

Return from Leave: Dorothy Ward—from Hamburg, Germany (Fulbright Fellowship)

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* Only personnel with the rank of Assistant Professor and above is included in this compilation.

partments of German, Romance Languages and Slavic Languages and Literatures.

Leaves of Absence: Erich G. Budde—second semester, 1957-58 to secure data and arrange publication of a *History of Contemporary German Literature*; Herbert B. Myron, Jr.—research in France—second semester, 1957-58; Solomon Lipp—second semester—Smith-Mundt Visiting Professor of American Civilization, University of Costa Rica.

Promotions: Erich G. Budde—Professor; Herbert H. Golden—Associate Professor; Leon I. Twarog—Associate Professor

Return from Leave: Waldo C. Peebles—from Europe—First semester, 1956-57

Death: A. Roy Thompson, Professor of Spanish, Emeritus,—Sept. 16, 1957.

Boston College, Chestnut Hill, Massachusetts. Department of Modern Languages.

Appointments: Walter Gordon Langlois—Assistant Professor—from State Department appointment to Cambodia

Promotions: Lewis A. M. Sumberg—Assistant Professor

Retirements: André Goyon De Beauvivier—31 years of service

Brandeis University, Waltham, Massachusetts. Department of European Languages and Literature.

Appointments: Julien S. Doubrovsky—Assistant Professor—from Harvard; Erich Heller—Visiting Professor—from University of Wales, Swansea, England; Maire-Antoinette Untereiner—Visiting Lecturer—from Hood College, Maryland

Promotions: Denah Lida—Assistant Professor

Resignations: Harriman Jones—to St. Lawrence College

Retirements: Rudolf Kayser—six years of service

University of Bridgeport, Bridgeport, Connecticut. Department of Foreign Languages.

Promotions: Eric Marcus—Chairman of Department

Brigham Young University, Provo, Utah. Department of Languages.

Leaves of Absence: R. Max Rogers—Sabbatical (March to September, 1957); Rulon N. Smithson—work on doctorate.

Promotions: H. Darrel Taylor—Associate Professor; Ernest J. Wilkins—Associate Professor

Return from Leave: Harold W. Lee—from France

University of British Columbia, Vancouver, British Columbia. Department of Romance Studies.

Appointments: Harold V. Livermore—Assistant Professor—from Hispanic Council, London

Leave of Absence: G. L. Hall—Research in linguistics, University of London

Promotions: Kurt Weinberg—Assistant Professor

Return from Leave: Pierre R. Robert—from University of California, Berkeley

Brooklyn College, Brooklyn, New York. Department of Modern Languages.

Appointments: Thomas Molnar—Assistant Professor—from St. Mary's College, California

Leaves of Absence: Armand Bégué—Director of Sweet Briar College Junior Year in France

Promotions: Daniel Coogan—Associate Professor; Joseph De Simone—Professor; Antonia Guerrero—Assistant Professor

Return from Leave: William R. Gaede—from Germany; Antonia Guerrero—from Spain; Ruth Meyer—from Europe

University of Buffalo, Buffalo, New York, Department of Modern Languages.

Appointments: Jean J. Seznec—Visiting Professor of French, First Semester, 1957-58—from Oxford University

Leaves of Absence: Sayre Maddock

Return from Leave: Sayre Maddock—from South America; Olga Ferrer de Escribano—from Paris

University of California, Berkeley, California. Departments of French, German, Italian, Spanish and Portuguese.

Appointments: Arnolfo B. Ferruolo—Associate Professor, Acting Chairman—from Catholic University, Washington, D. C.; Edward B. Ham—Visiting Professor—from University of Michigan; Luis Monguíó—Professor—from Mills College

Deaths: Robert T. Clark—May 27, 1957

Leaves of Absence: Fernando Alegria—year 1957-58—Research in Chile; Alvin A. Eustis—Research; Jacqueline de La Harpe—Research; Edwin S. Morley—Spring term, 1958—Research in Spain; José F. Montesinos—Fall term 1957—To teach at Columbia University

Promotions: Marc Bensimon—Assistant Professor; G. Arnold Chapman—Associate Professor; Aldo D. Scaglione—Associate Professor

Resignations: Giovanni Cecchetti—to Tulane University; Bjarne Ulvestad—to University of Bergen, Norway

Retirements: P. B. Fay—42 years of service;

Michael De Filippis—29 years of service; Madre Merrill—34 years of service; Archer Taylor—16 years of service

Return from Leave: Ronald N. Walpole—from Europe

University of California, Los Angeles, California. Departments of French, Italian, Spanish and Portuguese.

Appointments: Judd D. Hubert—from Harvard; Neal Oxenhandler—from Yale; Hassan Nouty—from Cairo, Egypt; Aníbal Sánchez-Reulet—Associate Visiting Professor—from Department of Cultural Affairs, Pan-American Union, Washington, D. C.; Dante Della Terza—Assistant Professor from University of Toulouse.

Promotions: Stanley L. Robe—Associate Professor

Resignations: Walter Staaks—to Purdue University; Kernan B. Whitworth—to University of Kansas

Retirements: Marius I. Biencourt—31 years of service; Alexander G. Fite—34 years of service

Return from Leave: Leland J. Thieleman—from Washington, D. C.

University of California, Davis, California. Department of Foreign Languages.

Promotions: Roland W. Hoermann—Assistant Professor

Carleton College, Northfield, Minnesota. Department of Romance Languages and German.

Appointments: John Van Horne—Visiting Professor—from University of Illinois

Leaves of Absence: William Hammer—Research in England and Germany on Melanchthon

Promotions: Weaver Marr—Assistant Professor

Resignations: Cyrus C. DeCoster—to University of Kansas

Carleton University, Ottawa, Canada. Department of French.

Return from Leave: J. S. Tassie—from Massachusetts Institute of Technology

Central Michigan College, Mt. Pleasant, Michigan. Department of Foreign Languages.

Promotions: Patricia C. Annable—Associate Professor; Elizabeth L. Etnire—Associate Professor

Central State College, Wilberforce, Ohio. Department of Foreign Languages.

Appointments: Harry Faggett—from Florida A. & M. University

Deaths: Georges Joseph-Henri—February, 1957, in Paris, France

Promotions: Albert H. Berrian—Director of the Division of Humanities and chairman of the

Language Department; Richard Williams—Associate Professor

Resignations: Rade Vujacic

University of Chattanooga, Chattanooga, Tennessee. Department of Modern Languages.

Maxwell A. Smith resigned as Dean of the College of Arts and Science on September 1, 1957 to devote full time to teaching and work as the Chairman of the Department of Modern Languages.

University of Chicago, Chicago, Illinois. Department of Germanic Languages and Literatures.

Appointments: Julius Schwietering—Visiting Professor, Winter and Spring, 1958—from Johann Wolfgang Goethe University, Frankfurt, Germany.

Promotions: Hans Stefan Schultz—Professor

Return from Leave: Helena M. Gamer—from study in Europe; Sigurd Burckhardt—from Ohio State University, Summer, 1957

University of Cincinnati, Cincinnati, Ohio. Departments of Romance and Germanic Languages and Literature.

Appointments: L. Clark Keating—Professor and Head of Department—from George Washington University.

Leaves of Absence: Archimede Marni—research in Italy

Retirements: M. J. Hubert—43 years of service

Return from Leave: Gottfried F. Merkel—research and travel

City College, New York, New York. Department of Germanic and Slavic Languages.

Deaths: Hugo Bergenthal—August 29, 1956

Promotions: Richard Plant—Associate Professor; Friedrich Thiele—Associate Professor

Clemson College, Clemson, South Carolina. Department of Modern Languages.

Retirements: Orestes Pearl Rhyne

University of Colorado, Boulder, Colorado. Department of Modern Languages and Literature.

Appointments: Vincent E. Bowen; Richard M. Chadbourne, Ulrich K. Goldsmith, Louis Tenenbaum

Deaths: Roy Cox—November 24, 1956; Ralph E. Warner—April, 30, 1957

Promotions: Vincent E. Bowen—Assistant Professor; George A. C. Scherer—Professor

Resignations: Thérèse S. Westermeier—left with husband

Retirements: Mrs. Miriam Rieder—37 years of service

Colorado College, Colorado Springs, Colorado. Department of Modern Languages.

Appointments: John D. Roberts—Assistant Professor—from University of Kansas

Promotions: Wallace C. Boyce—Associate Professor; Thomas O. Brandt—Professor

Resignations: William J. Freitas—to Washington State University; Dane K. Roberts—to Purdue University

Return from Leave; Wallace C. Boyce—from Paris; Thomas O. Brandt—from Germany

Colorado State University, Fort Collins, Colorado. Department of English and Modern Languages.

Return from Leave: Wilson E. Wilmarth—Sabbatical leave and special leave on an exchange professorship in France and Switzerland

Columbia University, New York, New York. Department of Germanics.

Leaves of Absence: André von Gronicka—to Germany.

Return from Leave: Carl F. Bayerschmidt—from research in Germany

University of Connecticut, Storrs, Connecticut. Department of Foreign Languages.

Appointments: Charles I. Villiers—from University of Wisconsin.

Leaves of Absence: Joseph A. Palermo—second semester—research on *Cassidorus* manuscript in Belgium.

Promotions: Paul H. Meyer—Assistant Professor; Chester W. Obuchowski—Assistant Professor; Joseph A. Palermo—Associate Professor; Wolfgang Paulsen—Associate Professor

Resignations: Isidore Silver—to Washington University

Return from Leave: Gene J. Barberet—from France; Gardiner H. London—from Spain; Douglas C. Sheppard—from Spain

Cornell College, Mount Vernon, Iowa. Department of French, German, Spanish.

Appointments: John Nothnagle—Assistant Professor—from Montana State University

Promotions: Alan DuVal—Professor

Resignations: Saul Sirbirskey—to enter U. S. Army

Retirements: Alice Bigger—six years of service

Culver-Stockton University, Canton, Missouri. Department of Modern Languages.

Appointments: Richard Olinstead—Professor—from McKendree College

Retirements: Oscar A. Henning—eight years of service

Dalhousie University, Halifax, Nova Scotia. Department of Arts and Science.

Appointments: María García-López, Peter Michelsen

Resignations: Antonia Sarcio-López—to continue studies.

Dartmouth College, Hanover, New Hampshire. Department of German.

Leaves of Absence: Stephan J. Schlossmacher—Sabbatical leave to study German theater

Return from Leave; Frank G. Ryder—from Ford Fellowship

Davidson College, Davidson, North Carolina. Departments of German and Spanish.

Appointments: W. J. Monahan, Walter L. Robinson—Assistant Professor—from University of Texas

University of Delaware, Newark, Delaware. Department of Modern Languages.

Promotions: Elizabeth E. Bohning—Associate Professor

Denison University, Granville, Ohio. Department of Modern Languages.

Promotions: Milton Emont—Assistant Professor; Fred L. Preston—Associate Professor.

University of Denver, Denver, Colorado. Department of Modern Languages.

Return from Leave: Arthur L. Campa—from American Embassy, Lima, Peru.

DePauw University, Greencastle, Indiana. Department of German.

Appointments: Erich Bauer—Visiting Professor—from U. S. Embassy, Vienna, Austria.

Leaves of Absence: Carl Steinhauer—work for Ph. D.

Promotions: Carl Steinhauer—Assistant Professor

Return from Leave—Marjorie Baerg—from University of Chicago.

Dickinson College, Carlisle, Pennsylvania. Department of Modern Language.

Appointments: Ferdinando D. Maurino—Associate Professor—from Fordham University.

Duquesne University, Pittsburgh, Pennsylvania. Department of Modern Languages.

Promotions: Gerard Bessette—Associate Professor

Eastern Illinois University, Charleston, Illinois. Department of Foreign Languages.

Appointments: Ralph M. Perry—Associate Professor—from Harris Teachers College

Emmanuel College, Boston, Massachusetts. Department of Modern Language.

Appointments: Patricia M. Murphy—Director of the Language Workshop.

Leaves of Absence: Paul D. Maffeo—graduate studies at Catholic University; Sister Marie Margarita—graduate studies at Yale University

Return from Leave: Sister Julie—from graduate studies at Louvain University, Belgium.

Emory University, Emory University, Georgia.

Department of Romance Languages.

Leaves of Absence: Oscar A. Haac—Guggenheim Grant for study in France.

Promotions: Walter D. Kline—Assistant Professor

Resignations: Louis J. Zahn—To Georgia Institute of Technology

Emory and Henry College, Emory, Virginia. Department of Modern Languages.

Appointments: Ruth Conyston—Assistant Professor.

University of Florida, Gainesville, Florida. Department of Foreign Languages.

Promotions: Hans Marchand—Professor

Florida State University, Tallahassee, Florida. Department of Modern Languages.

Appointments: Michael Capp—Assistant Professor—from Wayne State University

Franklin College, Franklin, Indiana.

Appointments: J. B. Fuller—Professor

Franklin and Marshall College, Lancaster, Pennsylvania. Department of Modern Languages.

Appointments: Harry L. Butler—Assistant Professor of French—from University of Minnesota

Leaves of Absence: Luis J. Navascues—research work in Spain.

Promotions: Charles Jean Gabriel Mayaud—Associate Professor; Wolff Von Wernsdorff—Associate Professor

Resignations: John A. Griffin

University of Georgia, Athens, Georgia. Department of Modern Foreign Languages.

Appointments: Ralph Paul deGorog—Assistant Professor—from City College of New York

Promotions: Jules C. Alciatore—Alumni Foundation Professorship

Georgia Institute of Technology, Atlanta, Georgia. Department of Modern Languages.

Appointments: Louis J. Zahn—Assistant Professor—from Emory University

Retirements: Joseph A. Campoamor—40 years of service

Georgia State College, Atlanta, Georgia. Department of Modern Languages.

Leaves of Absence: Theodore Beck—Graduate study

Promotions: Hal Hulsey—Professor

George Washington University, Washington, D. C. Department of Romance Languages.

Appointments: George McSpadden—Executive Officer—from University of Chicago

Promotions: J. L. Metinies—Assistant Professor

Resignations: L. Clark Keating—to University of Cincinnati

Goshen College, Goshen, Indiana.

Appointments: W. LaMar Kopp—Assistant Professor—from Mennonite Central Committee, Germany

Promotions: Lois Gunden—Associate Professor

Return from Leave: Lois Gunden—Sabbatical Leave at Indiana University

College of Great Falls, Great Falls, Montana. Department of Modern Foreign Languages.

Leaves of Absence: Dorothy Nielsen—travel and study in Spain.

Grinnell College, Grinnell, Iowa. Department of Modern Foreign Languages.

Promotions: Helena Percas—Professor; Elbert Smith—Associate Professor

Return from Leave: Harold L. Clapp—from Washington, D. C., Executive Secretary of the Council for Basic Education

Harris Teachers College, St. Louis, Missouri. Department of Foreign Languages.

Resignation: Ralph M. Perry—to Eastern Illinois University

Harvard University, Cambridge, Massachusetts.

Death: André Morize—October 3, 1957

Resignation: Charles Singleton—to Johns Hopkins

University of Hawaii, Honolulu, Hawaii. Department of Asiatic, European and Pacific Languages.

Leaves of Absence: Samuel Elbert—Research grant, Tri-Institutional Pacific Program; Mrs. Ella Wiswell—travel

Promotions: Bertha Mueller—Professor

Return from Leave: Lily Pao-Hu Chong—from study leave at University of Hong Kong.

Haverford College, Haverford, Pennsylvania. Department of German.

Appointments: Joachim Maass—Lecturer

Hiram College, Hiram, Ohio.

Appointments: G. Wm. Hettler, Associate Professor; Wm. Meinke—Visiting Professor; Kenneth Miller—Assistant Professor

Leave of Absence: Edith M. Scottron—travel

Promotions: Edith M. Scottron—Professor

Resignations: Donna Gustafson—study; Gilbert M. Fees—Visiting Professor (one year)

Return from Leave: M. C. Morris—from study and travel in Europe

Hobart and William Smith College, Geneva, New York. Department of Modern Languages.

Appointments: J. Robert Loy—Professor—from University of Vermont

Promotions: Frederick Lehnert—Professor

Retirements: Alexander Logan Harris—30 years of service

Hope College, Holland, Michigan. Department of German.

Promotions: Ezra Gearhart—Associate Professor

University of Idaho, Moscow, Idaho. Department of Humanities.

Promotions: Mabel W. Rentfro—Associate Professor

Retirements: Claude W. Ashly—32 years of service

College of Idaho, Caldwell, Idaho. Department of Modern Languages.

Appointments: Charles V. Wells—Assistant Professor—from University of California at Berkeley

Leaves of Absence: William E. Wallace—graduate study at Princeton University.

University of Illinois, Urbana, Illinois. Departments of French, German, Italian and Spanish.

Appointments: Jean Edouard Ehrhard—Visiting Professor for 1956-57; F. W. Kaufmann—from University of Colorado; W. H. Shoemaker—Professor, Head of Department—from University of Kansas

Promotions: Frank G. Banta—Associate Professor; James O. Crosby—Assistant Professor; Cameron C. Gullette—Professor as of September, 1956; Paul E. Jacob—Professor as of September, 1956; Philip Kolb—Professor as of September, 1956.

Resignations: R. P. Oliver—to go to Department of Classics full time; Detlev W. Schumann—to University of Pennsylvania

Retirements: John Van Horne—40 years of service

Return from Leave: J. H. D. Allen—from Mexico; Mimi I. Jehle; C. P. Viens—from Paris, second semester of 1956-57

University of Illinois, Chicago, Illinois. Department of Modern Languages.

Promotions: E. S. Willner—Associate Professor

Return from Leave: José Sánchez—studies in Spain; Marie Lein—studies in France

State University of Iowa, Iowa City, Iowa. Department of Romance Languages.

Appointments: Florindo Cerreta—Assistant Professor—from Pennsylvania State University.

Promotions: C. G. Christofides—Assistant Professor; Jessie L. Gillespie—Assistant Professor

Retirements: Tacie Mary Knease—36 years of service

Iowa State College, Ames, Iowa. Department of Modern Languages.

Promotions: Don Anderson—Assistant Professor; Gladstone R. Fluegge—Associate Professor; Cecil Don McVicker—Associate Professor

Resignations: Beverly Morris

Iowa Wesleyan College, Mt. Pleasant, Iowa. Department of Modern Foreign Languages.

Appointments: Kathe B. Froehlich—from Shenandoah College

Resignations: E. A. Morgan; R. G. Davis

John Carroll University, Cleveland, Ohio. Department of Modern Languages.

Appointments: Angelo L. Silvestrini—Assistant Professor; René L. Fabien—Professor and Director of Department, 1956; Luis Soto-Ruiz—Assistant Professor; Edmund S. Urbanski—Assistant Professor of Spanish—from University of Notre Dame; Theodore L. Lowe—Assistant Professor—from Pennsylvania College of Pharmacy and Science

Resignations: Bernard S. Jablonski—ill health

University of Kentucky, Lexington, Kentucky. Department of Modern Languages.

Deaths: D. V. B. Hequenon—May 28, 1957

Leaves of Absence: N. H. Burger—Sabbatical Leave and Fulbright Grant to Austria; Hobart Ryland—Professor—Sabbatical Leave to France

Return from Leave: T. C. Walker—from France

Kent State University, Kent, Ohio. Department of Foreign Languages.

Appointments: Henry L. Tapp—Assistant Professor—from Amherst College

Resignations: Georgiana Babb

Kenyon College, Gambier, Ohio. Department of Modern Languages.

Promotions: Bruce Haywood—Associate Professor

La Salle College, Philadelphia, Pennsylvania. Department of Modern Languages.

Appointments: Richard P. Boudreau—Princeton University.

Deaths: Brother E. Abdon—August 20, 1956.

Leaves of Absence: Brother F. Joseph—Sabbatical year in Austria

Promotions: Domenico A. DiMarco—Assistant Professor

Return from Leave: Robert McDonough—Sabbatical year

Lehigh University, Bethlehem, Pennsylvania. Department of Romance Languages.

Appointments: Victor Manuel Valenzuela—Assistant Professor—from Columbia University

Lindenwood College, St. Charles, Missouri. Department of Modern Languages.

Appointments: O. A. Henning—Visiting Professor—from Culver-Stockton College

Long Island University—Brooklyn, New York. Department of Modern Languages.

Appointments: Aurelia Engúdanos—Assistant Professor—University of Madrid

Louisiana State University, Baton Rouge, Louisiana. Department of Foreign Languages.

Retirements: H. A. Major—49 Years of service

Macalester College, St. Paul, Minnesota. Department of Spanish.

Appointments: Diane Goodrich—Assistant Professor

University of Maine, Orono, Maine. Department of Foreign Languages and Classics.

Promotions: Lilian E. Avila—Associate Professor; Robert K. Sherk—Associate Professor

University of Manitoba, Winnipeg, Manitoba, Canada. Department of French.

Appointments: Bernard Etienne—Lecturer—from University of Toronto

Marquette University, Milwaukee, Wisconsin. Department of Modern Languages.

Appointments: Samuel Trifilo—Assistant Professor—from University of Michigan

Leaves of Absence: Samuel P. Sauceda—Doctoral studies at University of Madrid

Promotions: Vladimir Honsa—Assistant Professor; Manuel J. Macias—Assistant Professor

Retirements: Robert Simmons—Assistant Professor

Retirements: Alfred P. Willett—27 years of service

Return from Leave: Clarence R. Wilkinson—from Stanford University

University of Maryland, College Park, Maryland. Department of Foreign Languages.

Leaves of Absence: Alfred J. Bingham; Leonora C. Rosenfield

Promotions: Graciela P. Nemes—Assistant Professor; Eleanor W. Bulatkin—Assistant Professor

Resignations: Dieter Cunz—to Ohio State University

Retirements: Ludwig Hammerschlag—ten years of service

Return from Leave: A. J. Prahl—from Tokyo, Japan

Massachusetts Institute of Technology, Cambridge, Massachusetts. Department of Modern Languages.

Appointments: Henry Hornik—Assistant Professor—Hunter College

Resignations: Pierre Piguet—to return to Switzerland

University of Massachusetts, Amherst, Massachusetts. Department of Romance Languages.

Promotions: Robert B. Johnson—Associate Professor; Sidney F. Wexler—Associate Pro-

fessor; James M. Ferrigno—Professor
Return from Leave: Katherine A. Clarke—from France

McGill University, Montreal, Canada. Department of Romance Languages.

Promotions: Louis d'Hauterive—Associate Professor

Miami University, Oxford, Ohio. Department of Romanic Languages.

Death: Edgar Ewing Brandon—June 8, 1957—59 years of service—Professor Emeritus since 1930.

University of Michigan, Ann Arbor, Michigan. Department of Romance Languages and Germanic Languages and Literature.

Leaves of Absence: Ermelindo A. Mercado—retirement furlough—second semester; Herbert Penzl—preparation of book of German Sound System—second semester 1956-57 and summer 1957; Charles N. Staubach—research and travel—second semester

Promotions: Newton S. Bement—Professor; Ernest Pulgram—Professor

Retirements: Antoine J. Jobin—37 years of service Charles E. Koëlla—31 years of service

Return from Leave: Ernst Pulgram—from Italy, Austria, Switzerland

Michigan State University, East Lansing, Michigan. Department of Foreign Languages.

Leaves of Absence: Georges J. Joyaux—Research and travel in France; Johannes Sachse—Research and travel in Europe

Promotions: Marcelle A. Abell—Assistant Professor; Georges J. Joyaux—Associate Professor; Willi A. Uschald—Assistant Professor

Middlebury College, Middlebury, Vermont. Department of Modern Languages.

Leaves of Absence: Claude Bourcier—Director of Studies, Middlebury Graduate School of French in France; Samuel Guarnaccia—Director of Studies, Middlebury Graduate School of Spanish in Spain.

Return from Leave: Mischa Fayer—from Russia, first semester.

Millikin University, Decatur, Illinois. Department of Modern Language.

Appointments: Beverly Moss—Assistant Professor; Martha O'Nan—Associate Professor

Mills College, Oakland, California. Department of Foreign Languages.

Appointments: Franklin Sweetswer, Assistant Professor—from Cedar Crest College

Leaves of Absence: Martha Allen—Travel in Europe—February to September, 1958

Resignations: Luis Monguio—to University of California, Berkeley.

Retirements: Marguerite Billard—38 years of service

Return from Leave: Dominic P. Rotunda—from Europe and Asia

Milwaukee-Downer College, Milwaukee, Wisconsin. Departments of French and Spanish.

Appointments: Renée Schimmel—Assistant Professor—from University of Wisconsin

University of Minnesota, Minneapolis, Minnesota. Department of Romance and German Languages.

Appointments: Armand A. Renaud—Assistant Professor—from Northwestern University; Aram Vartanian—Associate Professor—from Harvard University

Deaths: Frederick Pfieffer—May 30, 1957

Leaves of Absence: Walter T. Pattison—Guggenheim Fellowship for study in France

Promotions: Marthe Blinoff—Associate Professor; Emmert Brackney—Professor; Eugene H. Falk—Professor; Frank Wood—Professor

Return from Leave: Thomas B. Irving—Baghdad, Iraq

University of Missouri, Columbia, Missouri. Departments of Romance, German and Slavic Languages.

Appointments: Kernan B. Whitworth—Assistant Professor—University of California at Los Angeles.

Leaves of Absence: J. S. Brushwood—Research on Mexican Novel—Second Semester 1956—57

Promotions: J. S. Brushwood—Professor

Resignations: Lloyd W. Buhrman—to University of New Hampshire; Nicholas E. Allsen—work for Ph. D.; William R. van Buskirk—Government service

Montana State University, Missoula, Montana. Department of Foreign Languages.

Appointments: Marie Louise Lagarde—from Marygrove College; Domenico Ortisi—from University of California at Los Angeles

Resignations: John Beyers—to Cornell College; Thais Lindstrom—to Western Reserve University; John Nothnagle—to Utah State College

Moravian College, Bethlehem, Pennsylvania. Department of Modern Languages.

Promotions: Margaret Gump—Professor

Mount Allison University, Sackville, N. B. Department of Romance Languages.

Appointments: Allan MacBeth—Head of the Department; André Maman—Assistant Professor of French

Muhlenberg College, Allentown, Pennsylvania. Department of Modern Languages.

Appointments: John Griffin—Assistant Professor—Franklin and Marshall College

Resignations: Herbert G. Stinson

Mundelein College, Chicago, Illinois. Department of French and Spanish.

Appointments: Sister Mary Terese Avila—Professor of Spanish—from University of Arizona

Retirements: Sister Mary Bernarde—27 years of service

University of Nebraska, Lincoln, Nebraska. Departments of Romance and Germanic Languages and Literatures.

Leaves of Absence: Don E. Allison—Research in Germany

Promotions: Hal Carney—Assistant Professor; Charles W. Colman—Chairman; Reino Virtanen—Professor

Return from Leave: Paul Schach—Research in Germany

University of Nevada, Reno, Nevada. Department of Foreign Languages.

Promotions: Alex Dandini—Professor; C. F. Melz—Professor

University of New Hampshire, Durham, New Hampshire. Department of Languages.

Appointments: Lloyd W. Buhrman—Associate Professor—from University of Missouri

Leaves of Absence: Arno K. Lepke—Travel

Return from Leave: John S. Walsh—from Europe

University of New Mexico, Albuquerque, New Mexico. Department of Modern and Classical Languages.

Appointments: Hugh F. Graham—Assistant Professor—from University of New Brunswick

Leaves of Absence: Ruben Cobos—To complete Ph. D.—Second semester 1956—57; First semester 1957—58; M. R. Nason—To complete Ph. D.—First semester 1957—58

Resignations: Thomas O. MacAdoo

Return from Leave: D. A. McKenzie—Sabbatical leave

University of North Carolina, Chapel Hill, North Carolina. Department of Germanic Languages.

Appointments: Walter W. Arndt—from Guilford College—Assistant Professor; Ransom T. Taylor—from Yale University—Assistant Professor

Leaves of Absence: George S. Lane—Teach and lecture at University of Oslo

Resignations: Ernst M. Morwitz—to complete commentary on the works of Stefan George and to edit the George-Morwitz correspondence

University of North Dakota, Grand Forks, North Dakota. Department of Modern and Classical Languages.

Appointments: James W. Glennen—from University of Akron; Robert S. Graaham—Assistant Professor—from University of California at Riverside

Leaves of Absence: D. J. Goeorgacas—Guggenheim Fellowship for Research and Writing Promotions: William I. Morgan—Associate Professor

Resignations: Margaret E. Lavin—to teach and reside in California

Northeastern University, Boston, Massachusetts. Department of Modern Language.

Appointments: James Ryan—from University of Florida

Promotions: Israel Aluf—Assistant Professor

Northwestern University, Evanston, Illinois. Department of Romance Languages.

Promotions: Homero Castillo—Associate Professor; William T. Starr—Associate Professor

Resignations: Armand Renaud—to University of Minnesota

University of Notre Dame, Notre Dame, Indiana. Department of Modern Languages.

Appointments: James M. Spillane—Assistant Professor—Purdue University

Deaths: Joseph A. Muckenthaler—March 8, 1957

Promotions: John Fizer—Assistant Professor; Charles F. Roedig—Associate Professor

Resignations: Edward P. Pinigis—to take work outside the teaching field

Return from Leave: Paul F. Bosco—from American Commission for Cultural Interchange with Italy; Amédée Dugas—from University of Michigan

Oberlin College, Oberlin, Ohio. Departments of French, Italian, and Spanish.

Promotions: Simon Barenbaum—Assistant Professor; Norman P. Sacks—Professor

Return from Leave: John W. Kneller—Research on Nerval in France; Paul P. Rogers—Research in Mexico

Ohio State University, Columbus, Ohio. Department of German.

Appointments: Dieter Cunz—Professor and Chairman of Department—from University of Maryland; Walter Naumann—Associate Professor—from Ohio University

Leaves of Absence: Siegurd Burckhardt—Guggenheim

Promotions: Wayne Wonderley—Associate Professor

Ohio University, Athens, Ohio. Department of

German and Russian.

Appointments: Herbert Lederer—Associate Professor—Wabash College

Resignations: Walter Naumann—to Ohio State University

University of Oklahoma, Norman, Oklahoma. Department of Modern Languages.

Appointments: Jean Lorson—Visiting Associate Professor—from University of Tennessee

Leaves of Absence: Willis Bowen—Sabbatical leave to France to work on 16th century literature; Lawrence Poston, Jr.—Second semester—to University of Texas to work on College Language Manual Project, (Spanish) of M.L.A.; Stella Sanders—Sabbatical leave to Paris to complete work on doctorate

Resignations: Daniel Cárdenas—to University of Chicago

Retirements: Eugenia Kaufman—38 years of service

Return from Leave: Besse Clement—Sabbatical leave in Paris

Change of Status: Lowell Dunham—appointed as Chairman for four years beginning September 1

University of Oregon, Eugene, Oregon. Department of Foreign Languages.

Appointments: Paul M. Arriola—Assistant Professor—from University of British Columbia

Promotions: Ned J. Davison—Assistant Professor; Carl L. Johnson—Professor; Perry J. Powers—Associate Professor; Donald S. Willis—Associate Professor

Retirements: Leavitt O. Wright—31 years of service

Oregon State College, Corvallis, Oregon. Department of Modern Languages.

Promotions: Edouard Bourbousson—Professor; Anaita Jurgenson—Associate Professor; Walter C. Kraft—Associate Professor and Chairman of the Department

Pasadena City College, Pasadena, California. Department of Foreign Languages.

Promotions: Arthur S. Wiley—Chairman of Department

Retirements: Cladys M. Lee—36 years of service; Elmer E. Sauer—28 years of service

University of Pennsylvania, Philadelphia, Pennsylvania. Department of Romance Languages and German.

Appointments: Niels Kjelds; Albert Lloyd; Heinz Moenkemeyer; Detlev W. Schumann

Promotions: William Roach—Chairman of Department. Dr. Roach succeeds Dr. George O. Seiver, who resigned as Chairman, but continues as a Professor.

Leaves of Absence: Diana Swiecicki
 Resignations: Carl Engblom; Harry Haile; Antanas Klimas; Barbara Woods
 Retirements: Ernst Jockers
 Return from Leave: William Roach—from France—Guggenheim award

Pennsylvania State University, University Park, Pennsylvania. Department of Romance Languages.
 Appointments: Alfred A. Triolo—Assistant Professor—from University of Michigan
 Promotions: Nicholas M. Brentin—Associate Professor; Simon Belasco—Associate Professor; Hugh H. Chapman, Jr.—Associate Professor; Richard N. Krogh—Assistant Professor
 Return from Leave: Samuel F. Will, Jr.—from University of Tübingen

University of Pittsburgh, Pittsburgh, Pennsylvania. Department of Modern Languages.
 Appointments: Klaus W. Jonas—from Yale.

Princeton University, Princeton, New Jersey. Department of Modern Languages.
 Appointments: Francisco Ayala—Visiting Professor—from University of Puerto Rico—Fall Term; H. W. V. Lange—Professor—from Cornell University
 Leaves of Absence: Werner Hollmann—Research in Germany—fall term; A. Hoog—Research in France—Spring term 1958; Vicente Llorens—Research in Spain and England—Fall term; Ira O. Wade—Research in France—Fall term
 Promotions: Richard Exner—Assistant Professor; Konrad Schaum—Assistant Professor
 Return from Leave: A. T. Mac Allister—from Italy; Edward McCormick—from Germany; Edward D. Sullivan—from Paris

Purdue University, Lafayette, Indiana. Department of Modern Languages.
 Appointments: Don Walther—Associate Professor—from U.S. Embassy at Madrid; Walter Staaks—Assistant Professor—from University of California at Los Angeles
 Leaves of Absence: James A. Evans—Research in France
 Return from Leave: Warren S. Hubbard—from Spain

Queens College, Charlotte, North Carolina. Department of Foreign Languages.
 Appointments: Leo Rockwell—Visiting Professor
 Leaves of Absence: Ernst Braun—Obtain Ph.D. in Comparative Literature

Queen's University, Kingston, Ontario. Department of French.

Appointments: Michel Boisvert—Lecturer
 Leaves of Absence: Jean Ogier—for study

Randolph-Macon Woman's College, Lynchburg, Virginia. Department of Romance Languages.
 Promotions: Hester Hastings—Professor; Mary Eleanor Krummel—Assistant Professor

Reed College, Portland, Oregon. Department of German, French, Russian.
 Promotions: Roger Oake—Professor; H. F. Peters—Professor
 Return from Leave: K. T. Locher—from Switzerland

University of Rhode Island, Kingston, Rhode Island. Department of Languages.
 Appointments: Wesley C. Panunzio—Assistant Professor—from Harvard; Barbara Allen Woods—Assistant Professor—from University of Pennsylvania.
 Leaves of Absence: Raymond Maronpot—Illness; Jules Piccus—Sabbatical leave—Spring semester 1957-58. Research and travel in Spain
 Promotions: Lucille Itter—Professor; Jules Piccus—Associate Professor

Rice Institute, Houston, Texas. Department of German.
 Promotions: Joseph B. Wilson—Assistant Professor

Ripon College, Ripon, Wisconsin. Department of Romance Languages.
 Appointments: Daniel L. Delakas—Professor and Chairman of Department—from Northwestern University
 Promotions: Margaret Lay—Assistant Professor
 Resignations: Wm. Bottiglia—to Massachusetts Institute of Technology

University of Rochester, Rochester, New York. Department of Foreign Languages.
 Appointments: Antanas Klimas—Assistant Professor—from University of Pennsylvania; John H. Whittemore—Assistant Professor—from University of Vermont
 Leaves of Absence: L. Alfrieda Hill—Study and Research in France—September to January; Virgil W. Tapazio—Documentation of Research—January to June—Geneva and Paris
 Resignations: Josef M. Kellinger—to Wilson College
 Return from Leave: Arthur M. Hanhardt—Study and teaching in Germany

Rutgers University, New Brunswick, New Jersey. Departments of Romance Languages and German.

Appointments: Henry John Fitzell—Assistant Professor—from Williams College
 Deaths: Edwin B. Davis—July 24, 1957
 Promotions: Remigio U. Pane—Professor
 Resignations: Emilio G. Peruzzi
 Retirements: Harold S. Corlett—36 years of service
 Return from Leave: Serge Sobolevitch—Research in France under grant from Waksman Foundation
State College, San José, California. Department of Modern Languages.
 Appointments: Joseph Raymond—from Pennsylvania State University
 Leaves of Absence: A. B. Gregory—Sabbatical—February 1957 to September 1958
 Return from Leave: Winifred Ferris—Sabbatical—June 1956 to September 1957.
College of St. Catherine, St. Paul, Minnesota. Department of Romance and German Languages.
 Leaves of Absence: Sister Mary Henry—Fulbright Award for study in Paris 1956-57
Simmons College, Boston, Massachusetts. Department of Languages, Literature and Arts.
 Leaves of Absence: James L. V. Newman—Sabbatical for research and work on Doctoral dissertation—Second semester 1957-58
 Promotions: Edward H. Addelson—Assistant Professor
 Resignations: Anna M. Lynch
 Return from Leave: Edith F. Helman—Sabbatical leave—1956-57
Skidmore College, Saratoga Springs, New York. Department of Romance Languages.
 Appointments: Sonja P. Karsen—Associate Professor and Chairman—from Sweet Briar College
 Promotions: Charles G. Hill—Assistant Professor
 Resignations: Marie Davis
 Retirements: Lucie de Montoliu—25 years of service
 Return from Leave: Marie-Hélène Pauly—from Paris
University of Southern California, Los Angeles, California. Departments of French, German, Italian, and Spanish.
 Appointments: Max Berkey—Assistant Professor—from University of California, Berkeley; Jerónimo Mallo—Visiting Professor
 Deaths: Ruth Baker Day—May 15, 1957
 Leaves of Absence: Marcos A. Mirnigo—to assume directorship of Instituto de Filología, Buenos Aires
 Promotions: Wm. M. Whitby—Asst. Prof.
 Return from Leave: Dwight L. Bolinger—from Haskins Laboratories, New York; Stanley R. Townsend—from Vienna, Austria.
University of South Dakota, Vermillion, South Dakota. Department of Modern Foreign Languages.
 Promotions: Richard O'Connell—Professor; Richard Zakarian—Assistant Professor
 Return from Leave: Richard H. Zakarian—from Paris—Fulbright
Southern Illinois University, Carbondale, Illinois. Department of Foreign Languages.
 Promotions: Hellmut A. Hartwig—Professor
Stanford University, Stanford, California. Department of Germanic and Romanic Languages.
 Leaves of Absence: Juan B. Rael—Study Abroad; Isabel M. Schevill—Study Abroad; Leo Weinstein—Study Abroad
 Promotions: Gertrude L. Schuelke—Associate Professor
 Return from Leave: Patricia O'Connor—from Japan
Sweet Briar College, Sweet Briar, Virginia. Department of Modern Languages.
 Appointments: Robert Matthew—Professor—Director of Junior Year in France Program—from City College of New York.
 Leaves of Absence: Arthur Bates—Study in Paris—Second semester, 1958
 Promotions: Peter Penzoldt—Associate Professor; Florence McCulloch—Assistant Professor
 Resignations: Sonja Karsen—to Skidmore College
 Retirements: Joseph Barker—27 years of service
 Return from Leave: Cécile Johnson—from Paris—Sabbatical Leave—Second semester, 1957
Syracuse University, Syracuse, New York. Department of Romance Languages.
 Leaves of Absence: G. Norman Laidlaw—Research
Temple University, Philadelphia, Pennsylvania. Department of Foreign Languages.
 Promotions: John H. Hartsook—Associate Professor
University of Texas, Austin, Texas. Departments of Germanic and Romance Languages.
 Appointments: Theodore Andersson—Professor—from Modern Language Association; Jean D. Charron—Assistant Professor—from Washington University; John Dowling—Visiting Professor—from Texas Technological College; Harvey L. Johnson—Visiting Professor—Indiana University; Giovanni Previtali—Assistant Professor—from Yale Uni-

versity; Werner Winter—Associate Professor—from University of Kansas

Deaths: Aaron Schaffer—February 24, 1957

Leaves of Absence: George Schulz-Behrend—Research; Katherine E. Wheatley—Research

Promotions: G. D. Schade—Assistant Professor—Leroy Shaw—Assistant Professor

Retirements: Nina Lee Weisinger—50 years service

Transylvania College, Lexington, Kentucky. Department of Modern Foreign Languages.

Appointments: Marie-Anne Hameau—Assistant Professor—from Alliance Française, Paris

Resignations: Bennett Tucker—Pursue work toward Ph.D. in Psychology; Gerhard Probst—Return to Germany

Trinity College, Hartford, Connecticut. Department of German and Romance Languages.

Appointments: Carl Victor Hansen—from University of Rhode Island

Resignations: Hans Frese

Return from Leave: Louis H. Naylor—Sabbatical leave in Italy

University of Tampa, Tampa, Florida. Department of Spanish.

Appointments: Carey D. Eldridge—Assistant Professor—from George Washington University

Leaves of Absence: Eusacio Fernández—Further studies at University of Mexico

University of Toronto, Toronto, Ontario, Canada. Department of Italian, Spanish, and Portuguese.

Promotion: J. H. Parker—Professor

Tufts University, Medford, Massachusetts. Department of Romance Languages.

Leaves of Absence: Ruth Whittredge—Sabbatical leave—study, 1957-58; George H. Gifford—Sabbatical leave—Study Abroad—February to August 1957

Return from Leave: M. L. E. Kimball

Union College, Schenectady, New York. Department of Modern Languages.

Promotions: Alan Roberts—Associate Professor

Return from Leave: Gordon R. Silber—Sabbatical in Paris

United States Military Academy, West Point, New York. Department of Foreign Languages.

Appointments: 1st Lieutenant George M. Tronsrue, Jr.—Assistant Professor

Retirements: Lt. Col. Michael S. Mirski—eight years of service

United States Naval Academy, Annapolis, Maryland. Department of Foreign Languages.

Promotions: A. R. Hefler—Professor; G. J. Riccio—Associate Professor; K. P. Roderbourg—Associate Professor

Retirements: W. H. Sewell—27 years of service

University of Utah, Salt Lake City, Utah. Department of Languages.

Promotions: James B. Hepworth—Associate Professor

Vanderbilt University, Nashville, Tennessee. Department of Romance Languages.

Appointments: Louis J. Hudon—Associate Professor—from Wellesley College

Leaves of Absence: Carlos Hidalgo—to become secretary to the Honduras Embassy

Promotions: C. Maxwell Lancaster—Professor

Retirements: Charles A. Rochedieu—30 years of service

Vassar College, Poughkeepsie, New York. Departments of French and German.

Return from Leave: Robert Green Cohn; Elizabeth Zorb—from Germany

University of Vermont, Burlington, Vermont. Department of Romance Languages.

Appointments: John L. Hubbell—Assistant Professor—from Columbia University; Roy Julow—Assistant Professor—from Carthage College.

Resignations: Kessel Schwartz—to University of Arkansas; John H. Whittemore—to University of Rochester

University of Virginia, Charlottesville, Virginia. Department of German.

Appointments: Walter L. Heilbronner—Assistant Professor—from West Virginia University.

Wabash College, Crawfordsville, Indiana. Department of German.

Appointments: Karl-Heinz Planitz—Associate Professor—from Lake Forest Academy; Karlo Ödinger—Visiting Professor—from Köln Gymnasium, Köln, Germany.

Resignations: Herbert Lederer—to Ohio University; Ernst Oppenheimer—to Carleton University, Ottawa, Canada.

University of Washington, Seattle, Washington. Departments of German, Romance, Far Eastern and Slavic Languages.

Appointments: Evelyn Bristol

Deaths: Frederick Meisnest—August 1956

Leaves of Absence: Kun Chang—research; Victor Erlich—Fulbright in Europe—research

Promotions: Jean David—Associate Professor; Noah Gershevsky—Associate Professor; Chang Kun—Associate Professor; Richard McKinnon—Associate Professor

Retirements: Carlos García-Prada—32 years of service

Return from Leave: A. Emerson Creore—from

University of Minnesota; Richard McKinnon—from Japan; Wm. H. Rey—Sabbatical Leave

State College of Washington, Pullman, Washington. Department of Foreign Languages.

Promotions: A. P. Lindberg—Professor; Robert B. Knox—Associate Professor

Washington University, St. Louis, Missouri. Departments of German and Romance Languages.

Appointments: Isidore Silver—Professor—from University of Connecticut.

Leaves of Absence: J. Wayne Conner—Research on Balzac—Spring semester 1957; Milan S. La Du—Research on Medieval Linguistics; James W. Marchand—Guggenheim Grant; Alejandro Ramirez—Research on Don Quijote.

Return from Leave: Liselotte Dieckmann—from Yale University; Raymond Immerwahr—from Guggenheim Grant.

Washington and Lee University, Lexington, Virginia. Department of Romance Languages.

Promotions: G. Francis Drake—Associate Professor

Wesleyan University, Middletown, Connecticut. Department of German.

Leaves of Absence: Laurence E. Gemeinhardt—Fulbright Research Fellowship—University of Munich

Resignations: Edson M. Chick—to University of California at Riverside.

West Virginia State College, Institute, West Virginia. Department of Modern Languages.

Appointments: Robert O. Weiss—Associate Professor—from the Army Language School, Monterey, California

Western Reserve University, Cleveland, Ohio. Department of Romance Languages.

Promotions: Rémy Saisselin—Assistant Professor

Westminster College, Fulton, Missouri. Department of Romance Languages.

Appointments: Gilbert M. Fess—Professor—from Hiram College

Wheaton College, Wheaton, Illinois. Department of Foreign Languages.

Promotions: Robert Oscar de Vette—Associate Professor.

Wheaton College, Norton, Massachusetts. Departments of French Language and Literature and German.

Appointments: Marcel Moraud—Visiting Professor—from Wells College; Loretta Wawrzhiak—Assistant Professor—from University of Oregon.

Leaves of Absence: E. Dorothy Littlefield—

Research 20th Century poetry, 1957–58

Promotions: Anne Rechnitzer—Associate Professor

Retirements: Hedda Korsch—20 years of service

Return from Leave: Lee Mandell—Research on Flaubert—First semester 1956–57

Whittier College, Whittier, California. Department of Modern Language.

Promotions: James Marshall—Professor

Wilberforce University, Wilberforce, Ohio. Department of Romance Languages.

Appointments: Helen V. McLean

Willamette University, Salem, Oregon. Department of Romance Languages.

Promotions: James Fonseca—Assistant Professor

Return from Leave: James Fonseca—from University of California at Los Angeles

Wilson College, Chambersburg, Pennsylvania. Departments of French and German.

Appointments: Josef M. Kellinger—Associate Professor—from University of Rochester

Promotions: Joyce Carleton—Assistant Professor

Resignations: Heinz Moenckemeyer—to University of Pennsylvania; Emilie Stadler—to Hood College

Return from Leave: Virginia Dood Cooper—from France

University of Wisconsin, Madison, Wisconsin. Departments of Spanish and Portuguese.

Appointments: Angel Valbuena Briones—Lecturer

Leaves of Absence: Antonia Sánchez-Barbudo—Second semester—Research on Spain.

Promotions: Everett Hesse—Professor; Raymond Moloney—Assistant Professor

Return from Leave: Lloyd A. Kasten—Research in Spain (Guggenheim); Alberto M. Rosa—Research in Portugal; Roberto Sánchez—Research in Europe.

Wittenberg College, Springfield, Ohio. Department of Languages.

Appointments: Kurt Fickert—Assistant Professor—State College, Fort Hayes, Kansas

Retirements: Melitta Gerhard—nine years of service

College of Wooster, Wooster, Ohio. Departments of French, German and Spanish.

Leaves of Absence: Myron A. Peyton—Research; Wm. I. Schreiber—Research

Return from Leave: Frances V. Guille—from France

University of Wyoming, Laramie, Wyoming. Departments of Modern and Classical Languages.

Promotions: Laurence W. Cor—Assistant Professor; Werner A. Mueller—Professor

Return from Leave: Werner A. Mueller—from leave of absence 1956–57 at University of Nebraska

Yale University, New Haven, Connecticut. Department of Germanic and Spanish and Italian Languages.

Appointments: Heinrich Hemel—Professor—University of Wisconsin; Sergio Pacifici—Assistant Professor.

Death: Erich Auerbach—October 13, 1957

Leaves of Absence: Konstantin Reichardt—

Fulbright Lecturer, Marburg

Promotions: Christoph E. Schweitzer—Assistant Professor; Cecil Wood—Assistant Professor

Return from Leave: Heinz S. Bluhm—from Germany—Guggenheim Fellowship

Yeshiva University, New York, New York. Division of Languages and Literatures.

Promotions: Louis Feldman—Assistant Professor

Retirements: Bernard Floch—16 years of service

Compiled by WM. MARION MILLER

* * *

Several years ago we laughed at the Russians when they said they would move mountains and dam rivers with atomic bombs. Today we finally see that this is possible. It would save us the trauma of future shocks if we would simply abandon the notion of catching up in the conventional sense, plan our own research on a long range footing to fit the needs and aspirations of democracy regardless of what Moscow does or talks about, reverse our haughty practise of looking down our noses at forms of government different from our own, learn to read foreign language research reports with the same facility that foreigners today read research reports in English, and mesh that language study with modern technology and social sciences and diplomacy to restore democracy to its former place of honor.

—JOHN LEAR

* * *

Words are what hold society together; without them we should not be human beings. At the same time, words are responsible for untold and unnecessary conflict and misery. Consider the verbal aspects of the Inquisition, the political consequences of *Das Kapital*, the career of Adolf Hitler.

—STUART CHASE

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Notes and News

University of Massachusetts Project for More Effective Foreign Language Instruction

The project falls into three clearly defined stages. The first was a year of self-study and self-evaluation during which we took a long hard look at ourselves, where we were and where we were heading. With much soul-searching we became convinced that whatever aims we formulated would most thoroughly and effectively be achieved with foundation support. Near the end of this first year, the Carnegie Corporation generously agreed to subsidize a three-year program of research and experimentation.

The three-year program is the second stage and we are now in the second of the three years. Two years ago the University of Massachusetts decided to build a large new "Liberal Arts Building" which would contain a good sized language laboratory. While consulting continuously with the architects of the new building we decided on a two-phase program of preparation. The first took place on the campus where we instituted a weekly interdepartmental seminar. In it we pooled our existing knowledge and experience, reported on and discussed a great deal of old and new literature on the subject and shared the experiences of those who had been able to see other language laboratories or to study and work in them. Foundation support enabled various members of the two departments to visit many of the major installations of the country.

It was no simple task to apply all this information to our own needs and to clarify our thinking as to the kind of language laboratory best suited to our future needs. However, during this past year plans for the building and the lab have "jelled" and construction is scheduled to start in December of this year.

For a University student population of 10,000 students we are planning on about 2,500 student laboratory contacts per week. In all elementary and some intermediate courses there will be three class hours and two one-half lab periods per week.

Facing the principal entrance of the building there will be a combined lobby and control room. On either side will be located a 30 place lab with each booth completely equipped for "two-way" listening and recording. Automatic projection of both films and slides will be possible in both rooms. A third laboratory room will eventually be equipped with 25 booths for a total of 85. Finally, a "Radio-T.V." room is connected with one of the 30-place rooms.

So much for building and machines. Far more important in our program is a teaching staff ready to engage in a collective effort towards more effective foreign language instruction—not merely to the use of a language laboratory.

As to our staff preparation, the principal means was the inter-departmental weekly seminar which coordinated and centralized many activities. Sub-committees studied such matters as the actual planning of the new laboratory, departmental and university curricula changes necessitated by our new program, revision of university language entrance requirements, revision of language requirements for the A.B. and B.S. degrees, the place of the language laboratory in elementary or intermediate and advanced courses. Altogether, an enormous amount of literature was digested and reported both by committees and by individuals. Group and individual visits to language labs and programs all over the country were carefully reported, analyzed and discussed—particularly in relationship to our own situation.

By the end of last semester it was realized that even though it would be two or more years before the opening of our new lab, it was high time that some of our evolving theories were put into practice. For this purpose we have set up a 20 place temporary experimental language laboratory.

All students processed through this lab are, willy-nilly, the guinea-pigs in a "controlled" experiment since, because of the limitations, only one or two sections per course can be accommodated.

All during last year another feature of our preparation was our monthly two-day conference on the teaching of foreign languages. At each of these conferences a distinguished colleague who had done outstanding work in the application of lab techniques and/or linguistics to language teaching was invited to spend two days with us. The first day consisted of a talk or demonstration followed by discussion, to which our colleagues from neighboring colleges were invited. The second day was devoted entirely to our own consultation with the visiting expert.

During the next two years we plan to continue our study, observation and experimentation.

STOWELL C. GODING

University of Massachusetts

Play Reading: A Stimulating Project for Language Classes

The problem of creating and sustaining interest in college reading and conversation classes is a perennial one for language teachers. To meet this challenge, we have incorporated a play-reading program in the schedule for our intermediate Spanish classes. The project has proven to be very successful: it is unanimously acclaimed by the stu-

dents, and it is a stimulating experience for the professor. This type of program could be used effectively by any language teacher at almost any level, but it seems to be especially well fitted for students who have a good basic command of a language but who need encouragement to use it actively.

For our text we use a simple book of short plays.* The material is easily understood by the students, so they can read the book quickly. After several class periods in which we discuss the content of the plays, they choose the one in which they would like to perform. Then the parts are assigned, and three or four periods are used as "practice sessions." Each group rehearses separately, either in corners of a large room or in different rooms. The professor supervises these sessions, giving advice to each group in turn.

Our project began with a plan to seat students around a table, having them present the material as a formal play-reading. They began practicing in this manner but soon felt the need of action. So we improvised a stage in the front of the classroom, using only chairs for props. The students now keep their books in hand and move through the simple action suggested in the plays. They adapt each scene to the talent available, and many interesting variations of the basic material have been proposed. Our main preoccupation, of course, is the perfection of pronunciation and intonation. The "acting" is definitely subordinated to the business of projecting the Spanish dialogue as live, spoken language.

After the practice sessions, one or two periods are devoted to performance. The students first present their skits to one another, and then to other Spanish classes. When

several classes are giving the same skit, a bit of competition serves to enliven the presentations.

At the completion of the project (it lasts about half a semester), we ask each student to write a candid evaluation of the work. Some gratifying comments have been: "It helped me learn to *think* in Spanish"; "I gained poise and self-confidence in using Spanish"; "It was good for learning correct inflections"; "I enjoyed the working-together spirit of the class"; "I now feel more at ease in speaking the language."

We feel that this program has helped the students to overcome some of the problems which plague language classes: hesitation and embarrassment in speaking; the correction and improvement of pronunciation. The project also serves as a leveling factor in adjusting students to our oral methods. They come from a variety of backgrounds in the high schools, and this work appeals both to the student well trained in speaking Spanish and to the one who needs oral practice. When employed, not as an end in itself, but as one of many techniques to help students use and enjoy a language, play-reading can be successful and stimulating.

PAULINE B. DEUEL

University of Redlands

* Woempner, Robert C. and Jones, Willis Knapp. *Teatro fácil*. New York: American Book Company, c1956.

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*From The Newsletter of the Council on Cooperation
in Teacher Education*

All discussion, of recruitment, selection, preparation, testing, certification, and placement of teachers, all is focused upon our desire to do a better job on the boys and girls in our schools. It is upon this fundamental aim that teachers in the academic fields and authorities in professional education can and must cooperate or full measure of progress will not be achieved.

—STEPHEN A. FREEMAN

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Summer Seminar at the University of Washington

Professor Theodore Andersson will conduct a seminar on "the teaching of modern languages" at the University of Washington, Seattle, this Summer Quarter (June 23 to August 22, 1958). He will teach a demonstration class in elementary college Spanish. In addition, the seminar will be accompanied as usual by demonstration classes for children in French and Spanish. One may earn academic credit, and may take part in the French or the Spanish "Living Language" Group, during either or both halves of the Summer Quarter. Professor Jean-Albert Bédé of Columbia will also be a visiting professor during the first half.

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Book Reviews

STARR, WILMARTH H. AND PELLEGRINO, ALFRED G., *Spoken French and Grammar Review*. New York: American Book Company, 1957, pp. xii+225.

Believing that "the student will advance in his control of the written language in direct proportion to his control of the spoken language," Professors Starr and Pellegrino in their new *Spoken French and Grammar Review* concentrate exclusively on development of the prerequisite oral proficiency.

The keynote of this second-year textbook is drill. Each of the sixteen lessons begins with a set of sentences (usually about ten) illustrating basic speech patterns; these are to be memorized. The student is also directed, before starting the exercises, to review the conjugation of specified verbs and to study certain orthographic or syntactical phenomena which comprise the rest of the "Préparation." The "Exercises," almost entirely of the fill-in variety, repeat and expand the model sentences, give practice in the use of verbs, pronouns, etc., and casually introduce vocabulary and idioms. Points of grammar which, in the authors' experience, perennially cause the most trouble are explained in "Notes explicatives" following the exercises. The lessons conclude with a "Questionnaire" which requires the student to state in French the grammatical rules emphasized in the chapter and to use the speech patterns he has learned in answering simple questions or discussing general topics.

Appendices on pronunciation (12 pages) and on regular and irregular verbs, a French-English vocabulary (nearly complete for the text), and a sketchy English-French vocabulary round out the book, to which a brief index is provided.

To encourage the habit of thinking in French, Professors Starr and Pellegrino have written their book in that language, using English only for the preface, the section on pronunciation, and, very rarely, clarification by translation of examples in the explanatory notes. They have not been able to eliminate English words entirely from the completion exercises, some of which could be devised, apparently, only with reference to English forms for which the corresponding French is to be supplied. The word *traduire*, however, is scrupulously avoided in the directions and in the questionnaires. Instead of the traditional instruction to translate *il m'attendait depuis dix minutes* (for example), we find "Quelle est la signification en anglais de la locution française qui emploie *dépuis* avec *l'imparfait* du verbe?" But even such periphrastic demands for an English equivalent are exceptional. The student is never asked to translate a whole sentence from either language into the other.

Aware that in many colleges students enter intermediate French with widely divergent preparation, the authors begin with relatively short lessons and easy material, so

that none will feel lost and all will get accustomed to the method together before proceeding to more advanced constructions. Only the present tense is used in the first five lessons, with the subjunctive introduced in chapter five. The pace picks up quickly thereafter. Each exercise provides drill on one point at a time. This is consistent with the belief in the importance of repetition in learning, and is probably better, at this level, than mixed exercises which confuse the student by making him apply a number of different rules before he has mastered any of them. Special emphasis is rightly placed on verbs, each lesson containing several exercises intended to remind the student constantly of the essential forms.

A number of the grammatical elements are presented in a way that struck me as being an improvement over the approach often found elsewhere. An instance is the treatment of tenses in conditional sentences (lesson 12). Many grammars, after illustrating the three sequences present-future, imperfect-conditional, and pluperfect-past conditional, omit or barely mention the other combinations, such as the double past indefinite in *s'il est venu je ne l'ai pas vu*. Here "conditions réelles, irréelles, et éventuelles" are defined, and separate drills are provided on each. The matter of tense sequence in subjunctive is sensibly simplified by the removal from consideration of the imperfect and pluperfect forms. The practical demonstration by example of the various values of *y* (pp. 124-125) is more effective than most explanations of that handy but to some students mystifying pronoun. The difference in use between *à moi* and *le mien* is, for a change, made quite clear (lesson 14), with none of the conventional inaccurate statements about emphasis and "distinction of ownership." There are valuable drills on such constructions as *quelque chose à faire* and *c'est* or *il est* plus adjective followed by *d* or *de* plus infinitive. *Lequel* is introduced in both its functions in one lesson instead of being placed in separate chapters on relative and interrogative pronouns; *devoir*, on the other hand, is presented one value at a time. I think that these departures from tradition will decrease confusion.

My satisfaction with such details as these does not extend to every aspect of the presentation. The rule (p. 72) governing the use of the imperfect, for example, is imprecise and curiously phrased. The statement (p. 50) about the subjunctive after *penser* and *croire* is only partly correct, and the preceding exercise J (p. 47) leads one to believe that interrogative *croire* always takes the subjunctive. Another dubious exercise is the one (B, p. 76) implying that *si* always replaces *aussi* in negative comparisons of equality. The same questionable principle is stressed again in exercise B of lesson 11. Nine of the ten sentences (C, pp. 149-150) in which *seulement* is to be replaced by *ne . . . que* are fine; but what is the student expected to do with number 8, "Si je pouvais seulement la voir encore une fois"? There seems

to be little point to the injunction "faites attention à l'accord du participe passé" in exercises C and E of lesson 7 unless these sentences are to be written, because agreement does not change the pronunciation of the past participle in the context of any of the eighteen examples. Finally—a very minor point—I would not have given away the answer in exercises like the one on *ce* versus *il* (A, pp. 160–161) as the authors have done in supplying or omitting telltale apostrophes.

Under the heading of surprising or disappointing omissions one might mention that the conditional of *devoir* is not discussed or illustrated; the conditional and past conditional of *pouvoir*, though used in some of the explanations and questions, are nowhere translated or rehearsed; it is stated that the passive voice is generally avoided, but the substitutes for it are not taken up; there are no drills designed to clarify the frequently confused forms of a verb like (*s'*)*asseoir* or to teach the student how to express "is sitting," "was lying," etc.; there is little or no attention paid to the formation of adverbs, the difference between *il ne faut pas* and possible translations of "it is not necessary," the use of the subjunctive with *pour que*, *avant que*, etc., and the need for *de* between *quelque chose* or *rien* and an adjective. But no textbook will completely satisfy every teacher's idea of what should be included.

The typographical errors are for the most part minor, involving terminal punctuation (p. 108, no. 4; p. 158, no. 11), absent or superfluous hyphens (p. 62, no. 4; p. 120, no. 6e; p. 149, no. 13), or wayward accents (p. 168, I; p. 40, 8g). Here and there a letter is missing (p. 3, E; p. 96, no. 10; p. 242, last entry under *tout*). Misspellings include "vita" for *vite* in boldface (p. 106), "qu'est-que" for *qu'est-ce que* (p. 102, no. 6), and the feminine of *traditionnel* in the vocabulary. For "la" (p. 32, no. 2) read *le*. The most unfortunate accident is an omission of *que* (p. 91, H6).

As Spoken French and Grammar Review is intended to be used in conjunction with other books offering literary and civilization materials, it contains no reading passages. The student is exposed, however, to considerable incidental vocabulary as he recites the completed exercises, and these words and phrases have been well chosen for their utility and concreteness. It is to be hoped that teachers will make sure that the students know the meaning of the sentences they are reading and are not being content merely to solve the fill-ins.

In sum, despite my criticism of a few details and omissions, I find *Spoken French and Grammar Review* to be a carefully planned, ingeniously organized, and attractively presented textbook of undoubted usefulness. Teachers who share Professors Starr and Pellegrino's conviction that oral skill in the language should be achieved earlier than and independently of ability to write it will find the book admirably suited to their purpose.

WALTER STAAKS

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LANGELLIER, ALICE and LANGELLIER, PAUL, *En Passant!* New York: Henry Holt and Company, 1957, pp. 102 and xliv. Illustrated.

This new reader for beginning students of French attempts to capture the flavor of France and French life and

the effort is generally successful. Every teacher of French is acquainted with the dilemma of obtaining satisfactory readers for beginning students, material which will not discourage the student because of its difficulty or bore him with its childishness. These little episodes from French life will not overwhelm anyone with their cleverness or profoundness and their point is often a little too obvious from the start. Furthermore, the type of humor displayed in the selection entitled "Garçon! Garçon!" for example, seems quite tasteless to this reviewer. Nevertheless, the material is generally suitable for mature students and, at the same time, simple in vocabulary and construction. There are good questionnaires which may be used effectively as a basis for conversation. The Langelliers have also included "puzzles" at the end of certain selections, which should serve as a different and stimulating teaching device. Each selection is followed by a list of idiomatic expressions appearing therein. Jacques Maloubier has done the illustrations for this text; they are clever and realistic, although hardly striking. The vocabulary is well prepared, but some entries such as "acteur-rice" and "colonia-l-ux-le-s" may bewilder the less imaginative student. Such criticisms are quite petty, however, when one considers the text in its entirety. Teachers seeking new material for use in first-year college classes and second-year high school classes should give careful consideration to this new text.

JAMES F. MARSHALL

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CONDROYANNIS, GEORGE E., *Scientific German*. New York: John Wiley & Sons, 1957, pp. x+164. \$2.50.

Scientific German is a grammar intended for young scientists or engineers and for students preparing themselves for these areas who need to acquire quickly a reading knowledge sufficient for technical literature in their fields.

The book consists of 13 lessons and 7 appendices. In these, the author sets forth what he considers to be the basic information necessary for reading or rather translating technical German. Since this book is designed for a reading knowledge only, a minimum of attention is devoted to pronunciation, and there are no English sentences to be translated into German. The book does not have a vocabulary because the author wishes the students to use a dictionary from the outset. However, appendix 5 contains a list of some 200 words "most frequently encountered in reading German prose" (p. 147). This list is based on B. Q. Morgan's *German Frequency Word Book*. Appendix 6 is a list of the principal parts of simple stem-changing verbs. Each lesson contains a section of scientific reading matter to be translated into English.

Professor Condooyannis offers a number of good suggestions for identifying forms, e.g., "Identifying Past Participles" (p. 24), "Recognition of Noun Plurals" (p. 39). His *warnings* in various places in the book, e.g., p. 76, should help to avoid grammatical pitfalls. Some of his terminology is calculated to stay in one's memory, e.g., "endingless" adjectives (p. 35), and "If-less if-Clauses" (p. 58). His literal translations of the "Extended Modifier Construction" (pp. 118–122) should be of great assistance to the student.

In his lesson on verbs, the author gives only the present perfect meaning for the present perfect tense. He translates "Er hat Schritte gezogen" (p. 82) only by "He has drawn conclusions." This is apparently a slip, for later (p. 88) he translates "Das Buch ist von allen Forschern gelesen worden" by "The book has been (or was) read by all scientists." To refer to the past subjunctive when it is used in lieu of the conditional as the "Short Conditional" (p. 78) seems confusing. This attempt to avoid the term *subjunctive* leads to further confusion when the author refers to "Exhortation Forms" (p. 80).

The book contains no index. This is a definite lack, since it is intended for mature students who may be working independently.

It is extremely difficult to give a just appraisal of a text without having used it in class. However, it seems to me that Professor Condoyannis has written a valuable book and one that should be very helpful to beginners in scientific German.

O. L. ABBOTT

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Audio-Visual Aids and Techniques in the Teaching of Foreign Languages. A report of the Committee on Teaching Aids and Techniques of the "1955 Northeast Conference on the Teaching of Foreign Languages." Copyright by Jeanne Varney Pleasants, Columbia University, 1956. Pp. ix+78.

The 1955 "Report" is an interesting and valuable guide to the most recent audio-visual aids and techniques employed in the teaching of foreign languages in American schools. Of its two parts, the first includes a statement of the premises from which the committee proceeded, together with a general description of the methodologies illustrated in the demonstrations; the second contains the individual texts of the language materials used in the presentations. Appended to the report are six photographs of language laboratories at Barnard, Brooklyn, Columbia, Georgetown, and Trinity, and a selected list of books and articles dealing with language laboratories.

Among the committee's premises, detailed in Part I, three merit repeating over and again: (1) there is no royal road to language learning; (2) the machine can never replace the teacher; (3) at its best, language learning must combine speaking, reading, and writing with an understanding of civilization and an appreciation of its literature. The committee's recommendations include a laboratory for every school, as an adjunct to the classroom, using as many different types of apparatus as possible. The integration of the objectives of language learning in grade school, high school, and college is also strongly urged.

The demonstrations, illustrated in Part II, range from French, German and Spanish to Italian, Russian and Latin on the one hand. On the other they extend from techniques used in College Board Entrance Examinations for aural comprehension to training methods in sight reading and translation by the segmentation of long sentences. The materials used in the demonstrations differ widely in degree of difficulty. Some presuppose no previous preparation, others take a considerable amount of training for granted. Some are intended for the first semester in high

school, others for the fourth year in college. But the degree of difficulty of the materials does not appear to relate directly to the time prescribed for the various methods. Three hours of work in the classroom and one hour in the laboratory represent the minimum. The maximum is six hours in the former and nine hours in the latter.

As regards phonology, structure, and level of speech, the approach tends to be traditional for the most part. The committee advances no claims for any of the techniques presented under its auspices nor does it attempt to chart teaching objectives or to weigh learning outcomes. Its findings are none the less a welcome signpost along the road of progress in the teaching of foreign languages.

J. ALAN PFEFFER

University of Buffalo

WRIGHT-McGILLIVRAY, *Let's Learn English* (Complete Edition), New York: American Book Company, 1956, 1955, pp. 336+lxviii.

This is an entirely successful attempt at associating the teaching of the sound system of the English language to the teaching of its grammatical structure and essential vocabulary.

The linguistic principle that language must be approached as a system is followed throughout the work and the structure patterns are consistently presented through carefully graded oral drills, aiming at developing new sets of speech habits. Contrary to the traditional views that aimed at piling up too much knowledge within a short time, the plan followed here is not ambitious and goes step by step until the necessary skills are acquired.

A well planned and successfully presented introduction of the sounds of the language is found in the first pages. At the end of the book the subject is dealt with in detail, being an extremely helpful aid to the instructor, either native or foreign, in the teaching of the anatomy of the speech organs and the mechanics of the sounds. This part is enriched by many phonetic charts and diagrams for the benefit of both teacher and student. Much emphasis is also given to the music of the language and stress and intonation patterns are presented in the style of those used by Prator.

A phonemic chart presents the sound system of English with symbols of the International Phonetic Association. The sentence structures in the oral drills are always presented with the proper phonemic representation and intonation lines, thus enabling the student to grasp the music as well as the structure and vocabulary in context.

Vocabulary is purposely limited to less than 1000 words. Structure is carefully controlled and inductively presented one at a time until habits are formed through aural/oral work under a mimicry/memory approach.

An aural/oral approach is absolutely feasible provided that the instructor is familiar with the techniques involved and avails himself of visual aids. The Picture Practice section also furnishes excellent motivation for oral production work.

After the structure patterns of each lesson are thoroughly mastered, the oral work is followed by exercises of the blank-filling type, a short dictation of familiar material, and a drill in the question-and-answer technique. The se-

quence understanding, speaking, reading and writing is conscientiously followed throughout.

No text reading is attempted during the first half of the program, all the stress being placed on the mastery of the essentials of the language and the achievement of good articulatory habits. To this effect the authors recommend that each lesson be given at least 4 clock hours of classroom instruction.

The book consists of 24 lessons, including reviews after every three lessons. The first part introduces the articles, demonstratives, pronouns, prepositions and verbs in the present tense. The future with GOING TO appears on lesson XIII and the past tense of BE is introduced only in

lesson XVIII, possibly covered in the second semester of work.

In Brazil, the book has been heartily welcomed by teachers seeking sound material based on the modern principles of foreign language teaching. The results of research and investigation done by linguistic scientists on language problems have been used to great advantage in this work, making it the book the profession had been looking for in the field of teaching English as a second language.

ASDRUBAL A. DE ASSIS

*Former Director of Courses,
Sociedade Cultural Brasil—Estados Unidos,
Recife, Pe., Brazil.*

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KENT STATE UNIVERSITY WORKSHOP

The Seventh Annual High School Foreign Language Teachers' Workshop will be held at Kent State University, Kent, Ohio, on Saturday, March 1, 1958. The theme of the Workshop is "Foreign Languages in the Age of Sputnik." For information please write the Director of the Workshop, Dr. Charles F. Kirk, Kent State University.

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AUDIO-VISUAL LANGUAGE WORKSHOP AT BRADFORD JUNIOR COLLEGE

An Audio-Visual Language Workshop under the auspices of the New England Chapter of the American Association of Teachers of Spanish and Portuguese in cooperation with members of the Modern Language Association and the Department of Audio-Visual Aids of the National Education Association will be held at Bradford Junior College, Bradford, Mass., on Saturday, April 12, 1958.

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The slogan, LET THEM LEARN ENGLISH, heard so often from Americans in the past, will soon be counted among the "famous last words." It will sound pretty silly on a jet transport bound from New York to Paris. It is a hangover from an age of political and cultural isolationism which is irretrievably gone.

—E. M. WOLF

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